

Inspection report for early years provision

Unique reference number	EY369378
Inspection date	16/07/2009
Inspector	Jane Elizabeth O'Callaghan
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and children aged nine years and nine months on the outskirts of Bradford. The whole of the ground floor of the childminder's house, are used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time and is currently providing care for one children in the early years age group and none in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest. She has dog, tortoise and two cats as family pets.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder makes very good use of the information gathered from parents and her own daily observations to ensure all children's individual needs are met very successfully. They are kept safe and well cared for and high priority is given to fostering all areas of their learning and development. They are offered an excellent range of stimulating and exciting activities and they make very good progress given their age, ability and starting points. The excellent partnership with the parents and carers and good relationships that have been established with other providers also contribute significantly to children's learning and welfare. The childminder is extremely committed to developing her service, through attending regular training and is in the process of developing a self-evaluation system to ensure any priorities are promptly identified and acted on to improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop a self-evaluation system to monitor the provision and identify key strengths and areas for improvement.

The leadership and management of the early years provision

The partnership with parents is excellent; they are fully involved in their child's learning and daily experiences. Parents are encouraged to contribute to their

child's daily diaries and to their learning journey folders. Parents appreciate the childminder, they praise the variety of experiences their children have and the care they receive. Through discussion and the comprehensive range of policies and procedures the childminder has created, which are shared with the parents, they are fully aware of each other's responsibilities. The childminder has recently made links with other providers where children are going to attend to ensure every child is appropriately supported and to provide continuity in their learning by sharing learning and development records.

The childminder regularly accesses child protection training and is fully aware of the procedures to follow if she had concerns about a child. A high standard of hygiene is maintained at all times and children are cared for in a clean, tidy and safe environment where risks are fully assessed and minimised. The childminder has an in depth risk assessment procedure which covers all areas that children access, including outings and all assessments are recorded. The childminder also encourages children to carry out their own risk assessments. For example, visits to the park, road safety and trips in the car. Children fill in laminated picture posters and identify any hazards they come across. Safety within the setting is also of high priority to the childminder, she ensures that fire drills are carried out regularly and recorded, she has an in depth emergency procedure which she has displayed and also one that she carries with her on outings. Ensuring that children are cared for in a safe environment and that they learn how to keep safe.

The childminder fully engages in ongoing reflective practice, using information and observations gathered to regularly evaluate her practice, actions and interactions, and the impact of these on the outcomes for children. This includes actively seeking the views of parents and is beginning to develop the Ofsted self-evaluation form. As a result she has successfully identified her many strengths and areas she would like to develop further, which are recorded in the action plan and promptly addressed. The childminder accesses support and training provided by her local authority to further develop her provision.

The quality and standards of the early years provision

The childminder has an excellent understanding of children's development and the Early Years Foundation Stage. She observes the children regularly, identifies their next steps and plans to ensure that the children have many opportunities to achieve their goals. Each child has a learning journal which tracks their progress and allows the childminder to ensure that they are having experiences across all the early learning goals.

The children enjoy a considerable range of adult led and child initiated activities, they self-select from the resources easily available and respond positively to ideas offered. All children can identify all activities available through them being clearly labelled and pictures displayed, enabling young children to select freely. The childminder is skilled at adjusting the activities to ensure that all the children can achieve, building on their self-esteem. For example, younger children access a wide selection of musical instruments and bang on drums, shake rattles and with adult interaction sing songs and do actions. All children can access a vast range of

books that are age appropriate, for example, younger children look at books with mirrors in and laugh and giggle when they realise they are looking at their images. The childminder encourages children to count and play with messy resources. Children feel the texture of jelly and ice sculptures on trays, and enjoy them slipping through their fingers.

Children get lots of opportunities to learn about the local community and the wider world. They access a extensive range of resources that depict all areas of equal opportunities. For example, small world figures of both genders, different ages, with different disabilities, books, dressing up and visits to museums and other places of interest. The childminder also ensures that children learn about the wider world through the celebrating of different festivals, has resources to celebrate Diwali, Chinese New Year and with the older children is planning to celebrate space week.

Children's behaviour is very good, the childminder sets clear boundaries. Children share the resources and the time of the childminder, responding well to gentle reminders to share or take turns. Older children are aware of the house rules through discussion and devising and displaying their own behaviour and reward system. The childminder is a good role model, consistently praising and encouraging the children building on their self-esteem.

An exciting range of opportunities are provided for children to learn about how to keep themselves healthy and to be more adventurous with food. They are involved in growing their own herbs and some vegetables. They are provided with healthy and well balanced meals and snacks, such as pasta meals, fresh vegetables and children are introduced regularly to new types of fruit to taste and fruit is always available for children to help themselves, to encourage them to develop healthy habits. Fresh air, exercise and outdoor play is offered on a daily basis and children have an extensive range of outdoor equipment to choose from, including a play parachute, various ball games, lots of push alongs and outdoor games.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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