

Inspection report for early years provision

Unique reference number	EY377610
Inspection date	23/03/2010
Inspector	Rachel Ayo
Type of setting	Childminder

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the childminding

The childminder was registered in 2008. She lives with her partner and their two children aged three and two years in the Thornton area of Bradford in West Yorkshire, close to local amenities including shops, parks, pre-schools, schools and transport links. The whole of the ground floor is used for childminding purposes, along with a first floor bedroom and bathroom. The childminder has two cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, of whom one may be in the early years age group. The childminder is currently caring for one child in the early years age group and three children on the Childcare Register. The childminder is a member of the National Childminder Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most aspects of children's welfare, learning and development are promoted with success, although some documentation does not fully meet requirements. Space and resources are generally organised appropriately to meet children's individual needs and enable them to take part in different play opportunities. The childminder promotes positive partnership working with parents in most aspects in order to meet children's individual needs and promote inclusion. Systems for self-evaluation are suitable in ensuring the continual improvement of outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- include 'advice' in written parental consents to seek emergency medical treatment (Safeguarding and promoting children's welfare). 06/03/2010

To further improve the early years provision the registered person should:

- promote children's all round good health by improving hand-washing routines and by ensuring that, where smoking has taken place, rooms are adequately ventilated
- extend partnership working with parents by obtaining further information, when children first start to attend, to assist in establishing children's starting points
- extend the types of resources readily available to children, in order to fully support their progress across the six areas of learning and provide them with

greater choice.

The effectiveness of leadership and management of the early years provision

Children are safeguarded adequately. All adults in the home are vetted in order to keep children safe, and the childminder is aware of her responsibilities in terms of child protection. She has attended up-to-date safeguarding training and can identify possible signs or symptoms of abuse or neglect and the procedures to follow in the event of such a concern. Hazards are identified and minimised through suitable risk assessments and the childminder demonstrates safe practice on outings. For example, she ensures that children walk on the inside of her, away from the road, and avoids animals, such as large dogs. The childminder has devised a number of written policies and procedures, which generally work in practice to promote the efficient and safe management of the provision. Most record keeping systems are in place to meet children's individual needs and promote their welfare. Although, the written consent from parents to seek emergency medical treatment does not include 'advice' in line with the legal requirement.

The childminder promotes equality and diversity adequately, for example, by obtaining information from parents regarding any particular requirements of the children. Children learn to value and appreciate the similarities and differences between themselves and others through resources such as books, dolls, puzzles and puppets.

The childminder has completed the Ofsted self-evaluation form and areas for further development are adequately identified. For example, the childminder is purchasing resources to support children's learning in information and communication technology, through the successful application of a grant. Although not returned as yet, the childminder has distributed questionnaires to parents, in order to involve them in the evaluation process. The childminder demonstrates a good commitment to her own personal development. Along with attending mandatory training, the childminder has updated herself on the new framework, introduced after her initial registration. In addition, she has attended a number of additional courses. For example, she recently attended 'Pen Green' training which focuses on parental involvement in children's learning. As a result, she has developed her systems for sharing information, by giving parents a DVD of their children in the setting.

Parents receive appropriate information including policies and procedures, which they are given a copy of. 'All about me' forms are completed with the children, including details such as likes, dislikes, favourite times of the day and things that are important to them. Information gained from parents, however, is more limited in terms of establishing children's starting points. Daily diaries keep parents updated with what their children do, and parents are suitably informed about and involved in supporting children's development, such as toilet training. The childminder is aware of partnership working in the wider context, for example,

where children attend other settings or where external agencies are involved with a child.

The quality and standards of the early years provision and outcomes for children

Children are happy and clearly at ease in the setting. They socialise well with adults and their peers, communicating confidently. They ask questions and talk about what they are doing, such as when baking buns or walking to and from nursery. Overall the environment is adequately welcoming and organised appropriately. For example, arts and craft activities and mealtimes take place in the kitchen, and general play takes place in the lounge. However, although there are resources set out for the children, the range mainly consists of role play toys. This limits children's choice and immediate access to a broader range of activities across the six areas of learning to fully support their learning and development. Observation and planning systems are in the early stages at present because of the short amount of time that children have been attending. However, these are suitable in tracking children's progress and planning activities in line with their needs, abilities and expectations of the early learning goals.

The childminder plans activities suitably, incorporating different themes, celebrations or events. For example, children have recently been preparing for Easter by making cards and rabbit masks, which they are going to wear at the Easter parade. The childminder supports children's learning, for example, as she reads a story, encouraging children to count how many aeroplanes they can see. She explains how to make the buns, as children enthusiastically help to mix the ingredients, excitedly exclaiming to the inspector that they are making chocolate buns. The childminder uses frequent praise and encouragement, which fosters children's self-esteem and helps them develop the habits and behaviour appropriate to their own needs, and those of others. She also makes use of local facilities, such as playgroups, to extend children's socialisation, and children access areas within the community to take part in regular exercise and benefit from fresh air.

Children learn how to stay safe through discussions indoors and outdoors. The childminder reminds them to keep away from the oven while the buns are baking, and explains that they must not touch these until they have cooled down. As children cross the road, they know that they must wait until the green man appears at the pedestrian crossing and ensure the cars have stopped before stepping into the road. Children show that they feel safe as they readily approach the childminder, for example, if they are upset.

Children are involved in some appropriate hand-washing routines to help them learn about healthy practices. However, children, and the childminder, do not consistently use appropriate hand washing or drying facilities in order to fully prevent cross-infection. Although adults do not smoke in the presence of children, rooms are not sufficiently ventilated to fully eliminate any odour, in order to effectively promote children's all round good health. The provision of food is adequate in helping children to make healthy choices about what they eat. The

childminder incorporates fruit in the children's daily diet along with a homemade meal, such as sausage casserole, vegetables and mashed potato. Drinks are readily available to ensure that children stay hydrated throughout the day.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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