

Inspection report for early years provision

Unique reference number	EY393082
Inspection date	06/12/2010
Inspector	Helene Terry
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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2010. She co-childminds with her husband who is also registered. They live with their child in a property in Bradford, West Yorkshire. The whole of the ground and lower ground floors of the home are used for the children. The rear garden is used for outdoor play.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than two may be in the early years age range. At present, she has 10 children on roll between the ages of one and 10 years; most of whom attend for various sessions throughout the week. The childminder takes children to and from the local school. She supports children who speak English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends toddlers groups and is a member of the National Childminding Association. She has a level 2 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in their learning and development and systems for recording progress are being developed. Effective partnerships are evident with other early years providers and children benefit from the close relationships established with parents. The childminder's systems for self-evaluation are suitable and are still developing as she has only recently started to care for children. This has led to a breach in conditions of registration for a short period of time. However, she demonstrates a sound commitment to continually make improvements to enhance the provision.

What steps need to be taken to improve provision further?

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

- develop further the observations of each child's achievements, interests and learning styles.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well, and the childminder has a clear understanding about the procedures to follow in the event of having any concerns about children in her care. She is careful to record any existing injuries of children and share these with parents. Clear accident and medication records are kept and shared with parents. All necessary parental permissions are in place. Comprehensive risk assessments are used inside and outside the home to ensure that the environment

is a safe place for children to play and explore. During the inspection, over lunch time period, the childminder was caring for more children than her conditions of registration allow, owing to her co childminder taking a child to school. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Resources are easily accessible and in good condition. They are used effectively to help children learn and develop. The childminder has sound understanding and knowledge about equality and diversity. The environment is suitably inclusive and meets the needs of all children. There are some resources that represent positive images of diversity to enable children to feel welcome and help them learn to respect people's differences and similarities. Systems for enabling communication with children that speak English as an additional language are sound.

There is a good partnership with other early years settings that children attend and the co childminder regularly shares information about children to promote development and continuity of care. The children benefit from the good partnerships with parents that have been established because detailed information is shared on a regular basis. Parents have information shared with them about how their child is progressing in the areas of learning. Daily diaries ensure they are kept informed about how their child has done during the day. Parents also receive regular newsletters and daily verbal information. The childminder also asks parents to complete questionnaires, so she can obtain their views about the care she is providing. This links into the monitoring and evaluation process. Parents' comments are very positive and complimentary about the childminder, the care she provides and how happy their children are. As part of the welcome pack parents receive written policies and procedures which they sign to say that they have read.

The childminder has suitable systems in place for monitoring and evaluating the effectiveness of the provision. She has completed a self-evaluation form, which is contributed to by parents and children. Since registration she has developed further play areas within the home to make more space for the children. She is keen to take part in further training to develop her knowledge and understanding of childcare and of how children learn and develop.

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

Children are happy, content and safe in their surroundings. They are treated as individuals by the childminder and she works hard to provide age appropriate activities for the children. They are beginning to make sound progress in their learning, even though many of the children have only recently started attending the setting. The childminder naturally challenges children by asking questions to enable them to think and respond in their own words. For example, whilst a child draws a picture of her family the childminder encourages the child to think about the difference in the colour of hair. The childminder supports young children's emergent language by listening closely and repeating words they appear to sound,

to develop their self-esteem. She observes children as they play recording observations; however, from the observations it is not always clear what children have achieved. Next steps in children's learning are identified but are not yet fully influencing the planning for each individual child.

The childminder sets clear and consistent boundaries for children's behaviour so that they learn what is, and is not, acceptable in ways that are meaningful to their individual stages of development. Children explore their senses using a range of media, including play dough. Early mark-making skills are promoted using crayons, pencils and paper. The good use of shape sorters and other tactile materials enable younger children to develop their skills to match and manipulate. Children learn about shapes in the environment when the childminder asks them sit together in a triangle shape, so that they can roll the ball together. Children have opportunities to develop number and counting skills. Three-year-olds count competently objects on a one to one basis and recognise some numbers under five. They learn about the environment including the weather, seasons and lifecycles. They grow plants and vegetables in the garden and eat their produce as part of the activities. Children are learning to become independent. Babies and toddlers learn to feed themselves and toddlers are toilet training. Preschool children confidently put on and take off their coats and shoes and help tidy toys away. Children behave very well. They are polite and quickly learn the boundaries within the setting. Younger children learn to share and take turns through activities and reminders. A reward system is in place with children receiving opportunities to decide on the choice of fruit for the day and certificates are awarded. The childminder consistently offers encouragement and praise to promote self-esteem and confidence.

Children are beginning to learn about healthy lifestyles and how to keep themselves safe. They enjoy healthy snacks and meals that meet their individual dietary needs. They have regular opportunities to play outdoors either in the safely enclosed garden or at parks and adventure areas; where they develop muscle control and enjoy the fresh air. Children understand the importance of hand washing and have separate hand towels, which help to prevent the spread of infection. Children learn effectively about all aspects of safety. For example, they regularly take part in the fire drills and learn how to cross roads safely during outings and as part of role play. They are reminded how to use equipment safely and they learn sensitively about stranger danger.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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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