

Inspection report for early years provision

Unique reference number	EY393264
Inspection date	25/11/2009
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).

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 was registered in 2009. She lives with her partner and adult child in a property in the Bierly area of Bradford in West Yorkshire, close to shops, schools and nurseries, parks, a library and transport links. The whole of the ground floor is used for childminding purposes. Children access an enclosed rear garden.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years, of whom, three may be in the early years age group. The childminder is currently caring for five children on the Early Years Register, all in part time places. The childminder currently supports children for whom English is their second language. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development are promoted suitably in most aspects although certain legal requirements are not being fully met in relation to observation and assessment and partnership working with parents. A generally good range of equipment, furniture and resources are in place to promote children's development and support their learning, and a welcoming, accessible environment means that children develop independence through making choices. Children are kept safe and secure, including through most record keeping systems being in place, and information is obtained from parents to ensure children's individual needs are met and they are fully included in the life of the setting. Although the childminder has identified some areas for improvement, systems for effective self-evaluation are not yet fully in place.

What steps need to be taken to improve provision further?

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

- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 09/12/2009
- provide parents with details of how to contact Ofsted (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register). 09/12/2009

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

- extend resources that reflect diversity and which support children's creative

development

- ensure that the child protection policy is in line with the Local Safeguarding Children Board (LSCB) local guidance and procedures
- develop systems for self-evaluation in order to ensure the continued improvement of outcomes for children
- improve record keeping systems by logging visitors and the evacuation drills, and by obtaining written parental permission for children to take part in outings.

The effectiveness of leadership and management of the early years provision

Overall children are suitably safeguarded. All adults in the home are vetted in order to protect children and the childminder is able to identify possible signs of abuse and neglect and that she would contact Social Services. However, the childminder does not hold the most up to date child protection guidance including contact numbers in order for her to pass on concerns promptly. Safety is well considered and all hazards in the home have been identified and minimised in order to promote children's welfare. A range of equipment keeps children safe on outings, although written permissions are not sought from parents. The childminder demonstrates safe practices, for example, securing young children in a highchair and checking them regularly when they are having a nap and she regularly tests safety equipment, such as the smoke alarms. The childminder keeps her door locked for security and outdoor cameras have recently been fitted to further promote this. Most documentation is in place to promote the efficient and safe management of the setting, although the childminder has not yet developed systems for logging visitors and evacuation drills.

The childminder has made some strides since registration including implementing any areas identified in relation to safety in order to improve outcomes for children. The childminder has attended all required training and she is commencing a level 3 childcare qualification in the New Year. Although the childminder has visits from her local authority as part of self-evaluation, she has not yet fully developed a system for effectively identifying areas for development, and setting quality targets in order to fully secure continuous improvement.

All children and families are welcomed positively into the setting and the childminder ensures inclusion. For example, she asks parents to write down words in their mother tongue where children use English as an additional language and considers any particular dietary needs. Most required information is obtained and exchanged with parents before their placement. Certificates are displayed in the kitchen, the childminder shares her policies and procedure pack, and she records details of children's likes, dislikes, any comfort items and particular health or dietary needs. Children's home routines are fully considered and met to ensure continuity of care, which enables children to develop a strong sense of security. However, Ofsted's contact details are not provided which is a breach in requirements.

Where children attend school, there are good communication systems and the

childminder attends any special assemblies where parents are unable to. The childminder works suitably alongside parents to support children's learning, for example, by purchasing a particular resource.

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

The childminder has begun to observe children, including through the use of a dictaphone and she considers children's interests within her provision. For example, because children enjoy baking, the childminder purchased a 'wacky guide to food fun' where children made 'hand sandwiches' as part of the Halloween celebrations. However, the childminder does not yet have systems for effectively using information gained from observation, to plan and provide experiences which are appropriate to each child's stage of development to ensure that they progress towards the early learning goals. This is a breach in requirements.

Young children, although new to the setting, are clearly at ease as they happily and confidently explore the warm and welcoming environment. They readily approach the childminder, for example, for a reassuring cuddle on waking from a morning nap, demonstrating that positive relationships are fostered through good settling-in arrangements. A variety of activities and resources are generally provided across the six areas of learning, although role play resources and those which help children learn about diversity are limited. Toys are set out at low-level to enable young children to make choices, therefore, promoting their independence. The childminder enthusiastically sits alongside young children supporting their play. They show delight as she operates the hand puppets and as the childminder examples building a tower of blocks or how a pop-up toy works, young children attempt this themselves. They communicate in a range of ways, such as babbling and pointing to something that they want and the childminder supports this aspect of their learning by talking about what she is doing. Young children excitedly clap their hands to the music and raise their arms as the childminder says, 'so big', whilst changing them, offering praise and encouragement.

Everyday learning opportunities are used to support children's learning, such as counting things in the environment whilst travelling to and from school on the bus. Children benefit from daily fresh air and exercise, for example, through visits to the park or woods where they collect an array of nature items. The childminder describes one occasion when, whilst waiting for a bus to school, children noticed a puddle. They filled it with green moss, twigs and leaves and carefully placed snails, found on the wall, on to the creation. As a result of this, the childminder has sent off for books from the Nature Trust and is planning on creating a worm tank. Children learn about keeping safe through discussions around road safety. The provision of nutritious snacks and freshly made meals, such as stews, encourages children to make healthy choices about what they eat. Young children readily access their individual beaker in order to ensure that they remain hydrated which further promotes their all round good health. Their rest and sleep needs are met well as the childminder creates a pleasant atmosphere as young children lay in their travel cot by putting on soft music and stroking their cheek gently.

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

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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report (Providing information to parents) 09/12/2009
- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (also applies to the voluntary part of the Childcare Register) (Procedures for dealing with complaints). 09/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report (Providing information to parents) 09/12/2009
- take action as specified above (Procedures for dealing with complaints). 09/12/2009