

Inspection report for early years provision

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Inspection date	11/12/2009
Inspector	Ingrid Szczerban
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband, mother, father and brother in the Heaton area of Bradford, in West Yorkshire. The whole of the ground floor is used by the minded children, comprising of the play room, the living room, the dining-kitchen, the bathroom, and the back room. There is an enclosed garden for outdoor play. The setting is accessed via the side door, and there are two steps leading to it.

The childminder is registered to care for a maximum of six children at any one time. She is currently caring for seven children; of these, five are in the early years age range, and one child is over the age of eight. This provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The childminder makes regular visits to the library, local parks and to play groups with children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder gives detailed attention to meeting the care, learning and development needs of children. Children partake in a wide range of activities and make good progress in their learning. Inclusive practice is promoted well, and children are valued and respected as individuals. The childminder is able to assess her provision and has taken appropriate action to make improvement. She demonstrates a good capacity to continuously improve the service she provides.

What steps need to be taken to improve provision further?

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

- develop methods for helping parents to extend their child's learning at home
- develop links with other settings delivering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder and household members are suitably vetted, and good practice ensures that children remain safe both on the premises and on outings. For instance the children wear wrist bands with the childminder's contact details on when they go out. Comprehensive written risk assessments are effectively implemented to ensure that children are kept from harm: all potential hazards on the premises are minimised. The childminder has suitable knowledge of child protection issues and holds a current first aid certificate. The home is clean and children use separate hand towels to prevent

the risk of any cross infections. They learn about good oral hygiene as they brush their teeth. There is a clear sickness policy which is effectively implemented to ensure against the spread of any contagious illnesses.

The childminder manages her provision well; she uses effective means to evaluate and improve the service she provides, and the Ofsted self-evaluation form has been completed. Children and parents are involved in the evaluation process, the childminder talks to children about what they like to do and parents have completed questionnaires about the setting. The childminder is committed to ongoing training. Since she was registered she has attended further training and is in the process of applying to become a qualified practitioner in order to enhance the service she offers for families. She also meets with other childminders to share information and ideas.

Equality and diversity are valued. The childminder introduces children to festivals from around the world, and they regularly eat foods and listen to music from different countries. The toys and books which children use reflect positive aspects of diversity, hence they learn to appreciate similarities and differences. Children are able to choose what they want to do from the well-organised way that toys are set out in the playroom. They have child-sized furniture and can reach all their toys without help. Thus, they become increasingly independent and can make decisions.

Partnerships with parents and carers are positive, and there are some good systems in place to enable the exchange of information. Child development records are freely available to parents, and the childminder talks to parents each day about their child's progress. However, there is no system for helping parents to know how to extend their children's learning at home. The childminder has received very positive feedback in questionnaires completed by parents. Parents are given copies of all the policies and procedures, and the childminder keeps all necessary written parental consents. No links have been made yet with other settings which deliver the Early Years Foundation Stage, such as the local school, nursery or play groups where children attend.

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

The children make good progress in their learning and development. Observations and assessments are recorded in development files by the childminder which include what children are interested in, what they are doing, and their next steps for progression. The childminder gathers relevant information from parents about their child before they start which enables her to plan suitable activities. The plans are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

Children are happy and settled because the childminder provides a regular routine for them based around their needs. They feel safe and are at ease in their warm and loving relationships with their childminder, who provides them with lots of smiles, words of encouragement and cuddles. High levels of individual attention

are given to the children, and they are confident in their surroundings. The childminder has a good understanding of children's individual personalities and tailors their care to meet their specific needs. For instance, previously shy children are now more confident as the childminder helps their social development through visits to groups. Children are well-behaved, they can share and they display good manners. Three-year-olds show sustained concentration in their play, such as rolling and cutting out shapes of animals from play dough.

Children learn well about their personal safety. For instance, the childminder explains to children the possible consequences of not using equipment correctly and sensibly. Fire drills are practised with children so they learn about fire safety, and she teaches them about road safety on outings. When going into the garden to play children automatically help the childminder to close the gates on the driveway.

The childminder provides home-cooked, healthy and nutritious food for the children; at snack time children enjoy eating pieces of raw carrot and cucumber and they drink fresh water, milk or diluted squash, during the day. Children learn well about personal hygiene as they wash their hands after using the toilet and before meals, and they learn how to brush their teeth. Children receive fresh air each day on outings or when playing in the garden so that they remain healthy. Children are very active, they run, jump, climb and balance as they negotiate the steps to the childminder's garden, and gleefully jump over and into puddles. The childminder extends this interest by taking them to use larger playground equipment in parks. Thus, the children develop good coordination and stamina.

The children's language development is fostered through playing ring games, singing and performing nursery rhymes, and by fortnightly visits to the library for music sessions. They chat happily to each other and to adults. Children learn well about their own lives, those of others and about the world around them. There are numerous posters on display reflecting the seasons, the body, and world faiths, and the childminder recently held an Eid party for the children. They go outside to gather fallen twigs for their art work, and the childminder draws their attention to the weather conditions and the aeroplanes in the sky.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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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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