

Inspection report for early years provision

Unique reference number	EY398352
Inspection date	01/02/2010
Inspector	Melissa Louise Patel
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 in the Manningham area of Bradford in West Yorkshire. She lives with her husband and three children aged 15 years, two of whom are adults. The whole of the ground floor of the premises is used for childminding purposes. Children have access to a fully enclosed rear garden for outdoor play. Local amenities include shops, parks, schools, nurseries and a library.

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 six children under eight years. She is currently caring for four children under five years on a part time basis. The childminder has a pet cockatiel. She has links with other early years provisions where children also attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The Early Years Foundation Stage is promoted appropriately overall, keeping children safe as they explore the home environment. Children enjoy a varied range of activities and routines that help their progress sufficiently towards the early learning goals, although the observation and assessment information available is not yet used fully to maximise children's individual learning priorities. Partnership working with parents and with other provisions where children also attend works generally well in promoting children's overall development. Sufficient evaluation drives improvement, and secures some positive 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:

- improve the record of risk assessment clearly stating when it was carried out, the date of review and any action taken following an incident (Documentation) 14/02/2010
- ensure written parental permission is requested to the seeking of any necessary emergency medical advice or treatment in the future for all children (Safeguarding and promoting children's welfare). 14/02/2010

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

- extend the information available to provide clarity and consistency regarding how the observation and assessment arrangements for individual children are used, to help them progress across the areas of learning
- further develop the use of signs, symbols and dual language text to support

- children whom speak English as a second language
- further include parents in their child's learning progress through encouraging them to contribute to the children's development profiles.

The effectiveness of leadership and management of the early years provision

There are suitable safeguarding procedures in place to protect children and to support their well-being. Children are supervised well and helped to understand how to stay safe and healthy through daily routines. The home environment is secure and maintained well to promote children's welfare. The record of risk assessment helps minimise risks, although the date it was carried out and review date is not recorded, which is a requirement. There are appropriate procedures to support children in case of emergency which are agreed with parents. However, written emergency medical consent has not been obtained from parents for all children, which is also a requirement. The use of space and resources in the home supports children's learning and development generally well. The childminder supports equality and diversity appropriately. She uses some suitable resources to help children value the differences in people. However, the use of signs, symbols and dual language text, to support children who speak English as an additional language and to extend children's understanding regarding different cultures and lifestyles, is not yet fully maximised. Systems in place to promote children's learning are generally good, but not yet fully developed to maximise support to children.

The childminder has started to use some simple written evaluation to monitor the progression of her service. She uses the Early Years Foundation Stage documents to help her meet most requirements and reflect appropriately on her practice. This impacts satisfactorily on her ability to maintain continuous improvement, resulting in children's learning and welfare being appropriately supported. This is the first inspection since the childminder was registered in August 2009, and the childminder has ensured she has completed an appropriate first aid training course, improved her knowledge and understanding with regard to promoting children's learning and development, and obtained further resources to support children. These improvements promote children's overall well-being suitably.

The childminder helps the children she cares for by working closely with the parents. There is regular dialogue shared. For example, information is obtained regarding the children's individual routines, such as foods they eat and sleeping patterns. Parents have access to policies and procedures, which are readily available and appropriately support the suitable operation of the setting. However, parent's comments are not yet available on the children's on-going progress records, to help extend children's learning progress and further include parents. The childminder has established useful links with other provisions where children also attend to provide suitable transition from one setting to another, supporting children's overall development.

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

Children experience a suitable range of activities to help them progress across the areas of learning. For example, they are encouraged to communicate by singing along to the music and using rhyme. They freely access books, attempting to read the story, pointing at words and looking at pictures. The children are supported appropriately by the childminder who aids their comprehension of the text. Children are helped extend counting skills regularly through activities and routines. More able children are appropriately challenged as they respond to requests to work out simple calculations, adding bricks together. Children are using mathematical language, such as next to, long and short. Children enjoy being creative, using different materials and textures. They work out how equipment works by exploring toys that require pressing, twisting and turning to operate.

The planning, observation and assessments systems in place to support children's individuality are suitable. Children are helped to extend their understanding of different colours and comparison through a variety of activities. For example, through a baking activity children note the colour of the food before and after baking. Children are helped to extend their communication skills through the use of props, such as toy telephones and the use of tape recorders. However, although it is recognised that the children have not been attending the childminder's for long, there is a lack of clarity to the full extent to children's development across all the six areas of learning, as the information available is not always consistent and is still in the process of development. Therefore, it is difficult to fully keep track of children's development.

Children are developing a suitable knowledge of the wider world and diverse communities through accessing resources which are easily accessible and positively portray people from varying backgrounds. For example, children use some good quality books and creative materials that depict different skin tones, therefore, children are helped to value the differences in people. However, activities to support children's learning regarding diversity, and the availability of dual language text to support children whom speak various languages other than English is not yet fully maximised.

Children act safely in the setting and they respond well to the childminder. For example, they happily communicate and join in activities. Children behave well and are kind to one another. They receive praise from the childminder for carrying out activities and achieving tasks, such as completing their picture. They receive a well done sticker for tidying away the toys. This contributes well to children behaving positively and supports their emotional well-being effectively. Children are learning to keep themselves safe through gentle reminders to be careful as they move around the environment. They are cared for in a hygienic environment. They are learning how to prevent the spread of germs through being encouraged to frequently wash their hands. Children eat fresh foods made in the home daily. For example, they enjoy foods, such as lentil sandwiches and meat and vegetable samosas. They enjoy a variety of fruit, such as grapes, oranges and apple and they drink water or milk. Children are encouraged to keep active by walking and playing

in the garden where they receive fresh air while using their physical skills appropriately. For example, they can play with balls and ride small tricycles .

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	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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