

Inspection report for early years provision

Unique reference number	EY411383
Inspection date	22/12/2010
Inspector	Shazaad Ashad
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2010 and she lives with her husband and two children aged 13 and 11 years in Drighlington, Bradford. The ground floor, comprising of the conservatory, lounge and kitchen, is available for children. The bathroom is on the first floor. There is a secure garden available for outdoor play. The childminder's home is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. There are currently six children on roll, of these three are in the early years age range. She also provides care for children over five years of age. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder has a National Vocational Qualification at Level 3 in childcare. 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 good.

The childminder provides effectively for children in the Early Years Foundation Stage. The childminder is an experienced and qualified carer. She uses her previous childcare experiences exceptionally well to provide high standards of care. Children are treated as individuals and the childminder works closely with parents to ensure individual needs are fully met. Learning opportunities actively engage children as they are developmentally appropriate and children are making good progress in their learning and development. The process of self-evaluation has recently started and she remains focused on identifying her own further development through training

What steps need to be taken to improve provision further?

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

- develop further the use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further the process of self-evaluation.

The effectiveness of leadership and management of the early years provision

Children are well protected within the home, because comprehensive risk assessments are in place and consequently risks to children are minimised. The childminder has a secure knowledge and understanding of how to safeguard children's welfare and knows what to do should she have concerns. For example, a safeguarding children policy and child protection guidance leaflets are readily available in line with the Local Safeguarding Children Board. The childminder is also currently updating her knowledge of children's safety through training and has completed a risk assessment course.

The childminder successfully organises her time and resources to ensure children's needs are met very well. Informative policies and procedures are in place to ensure the safe and efficient management of the setting and documentation is well organised. She is committed to further training to improve her service. She has completed training courses on celebrating creativity, learning through play and encounters with nature. She has identified that developing planning and assessment systems further will enhance outcomes for children. Therefore, at the present time there are further grounds for her to develop the recently started self-evaluation process.

The childminder welcomes the children in her care and their parents into her home and provides an inclusive environment. There are a range of resources and displays that depict positive images of diversity in society. Children have also celebrated main religious and cultural festivals such as Eid, Diwali and Christmas. There are also systems in place to support children with special educational needs and/or disabilities. Well-established relationships with parents and carers ensure children's care and learning needs are fully supported. Parents are provided with good quality information to ensure they are kept fully informed. For example, a portfolio with the setting's policies and procedures is available and parents have attended the children's centre play sessions with the childminder. Further information is verbally exchanged on a daily basis between the childminder and parents to ensure continuity of care. Parents also have good access to children's development records and their views are encouraged. Links are being developed with other early years settings that children may attend, to ensure that they are fully supported.

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

Children are very settled and have an enjoyable time in the childminder's care. They participate in activities that are developmentally appropriate and are making good progress in their learning and development. Children's interests are followed and adult-led activities are used to further extend learning. Observation and assessment systems are in place in the 'All about me' folders. However, the children's next steps in development are not clearly identified and as a result are

not effectively linked to planning. This affects the childminder's ability to ensure that children reach their full potential. The childminder supports children in their play, asking questions and engaging them in conversation to encourage their language and communication skills. She helps with their language skills as they talk about the different foods at the supermarket and use the animal jigsaws to remember letters and words. The children's individual needs are attended to well because they are fed and rested according to their routines. Children are able to express themselves creatively and participate in regular art and craft activities. For example, they enjoy painting and making cards for the festive period. Children are beginning to enjoy the sensory experience of playing with sand or drawing with chunky crayons. Their sense of belonging is promoted as artwork is displayed in the home. Children's physical development is encouraged and full use is made of the indoor and outdoor environment. They play in the garden or in the local parks. They visit the Children's centre and make use of the large apparatus at the centre and enjoy walks in the local environment observing nature and the different seasons. The childminder uses daily routines and activities to incorporate children's problem solving, reasoning and numeracy skills. For example, children use numbers as they enjoy counting from books and when they match the teddy bears for the role play picnic.

Children's health is protected as good hygiene practices are in place. This ensures that the risk of cross-infection is minimised. Through discussion children learn the importance of personal care routines, such as, why they must wash their hands after visiting the toilet or before eating. Children are provided with a healthy balanced diet and the childminder works closely with parents to ensure they are aware of their children's daily dietary intake. Children's safety is enhanced because they develop a good understanding of keeping themselves and others safe. For example, they take part in the regular fire drills and learn how to cross roads safely by observing the crossing safety code. Children's behaviour is managed well and their self-esteem is promoted with regular praise and encouragement from the childminder. She acts as a good role model as she is calm and sensitive. Children are encouraged to share and to take turns and are beginning to understand responsible behaviour through discussion and reward systems

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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