

Inspection report for early years provision

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Inspection date	01/11/2011
Inspector	Melissa 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 lives with her family, including her son aged nearly two years, and two family cats. She lives in the Pudsey area of Bradford in West Yorkshire. The premises are within reach of public transport, shops, parks, schools and community resources.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The lounge and dining kitchen area, bathroom and one bedroom on the first floor are available for childminding. There is no access to the main bedroom. There is a rear garden for outdoor play. The childminder is registered to care for a maximum of five children under eight years, of whom two may be in the early years age range. The childminder is currently caring for four children under eight years on a part-time basis, of whom two are in the early years age range. The childminder has links with other early years provisions. She is a qualified nursery nurse.

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 and secure. Children enjoy a varied range of activities, supporting their progress appropriately across the areas of learning. Partnership with parents and with other provisions where children also attend works suitably in promoting children's overall welfare. Monitoring systems promote steady on-going continuous improvement of the provision, however, these systems are not yet fully developed, to further enhance the outcomes for children in the future.

What steps need to be taken to improve provision further?

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

- plan an environment that is rich in signs, symbols and text, and extend opportunities for children to experience a range of programmable toys, as well as equipment involving information and communication technology, such as computers
- extend opportunities for parents to contribute to their child's learning and development profiles
- extend opportunities to promote positive attitudes towards diversity, such as through the organisation of the environment, resources and activities available
- extend the current evaluation systems as the basis of on-going review, such as by using the Ofsted self-evaluation form.

The effectiveness of leadership and management of the early years provision

Effective safeguarding systems are in place to keep children protected, supporting their well-being. For example, documentation to support the protection of children is readily available for use if required. Children are learning how to stay safe through daily routines and they are supervised well. The records of risk assessments help identify and minimise risks to children indoors, outdoors and on outings. Written procedures are maintained well overall and support children's welfare appropriately, such as the clear accident records available. The organisation of space and use of resources in the home is conducive to children's learning and development in many aspects, although the arrangement of the environment to support diversity is not maximised through the use of images, signs, symbols and text. The childminder supports equality and diversity by meeting the needs of the children currently attending appropriately, and by ensuring children learn about the differences in lifestyles through meeting people in the local community.

The childminder uses informal evaluation to monitor the progress of her provision and she uses the Early Years Foundation Stage documents to help her meet requirements and reflect sufficiently on her practice, and therefore, she can make plans to maintain suitable overall on-going continuous improvement. However, the systems to support evaluations are still in progress and not yet fully developed to maximise the outcomes for children in the future. This is the first inspection since the childminder was registered and no formal recommendations were raised at the registration visit. However, the childminder has ensured she has developed a full range of policies and procedures and is using clear planning systems to support children's learning progress. These developments support children's overall welfare appropriately.

The childminder supports the children she cares for through liaising regularly with the parents. For example, there is regular dialogue shared to support the children's individual routines. Parents receive copies of the policies and procedures to keep them informed of how the provision operates. Parents can discuss and view their children's learning records. However, this system is not yet fully maximised to extend opportunities for parents to contribute regularly to their children's learning and development, such as the children's learning profiles, to extend progress. Partnerships with other settings where children also attend are clearly established to support children's learning, welfare and transition appropriately.

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

The children cared for have only been attending for a short period of time, however, the childminder demonstrates a sound knowledge of their individual needs according to the time they have spent at the provision. For example, children are supported in their interests, such as investigating and fixing the train track and using toy cars on the road mat. Activities support their progress suitably

overall towards the early learning goals and in some areas the activities support children effectively. For example, children enjoy playing a matching game, finding two animals that are the same, sorting them, and recalling where they have put them. This supports their thinking skills and early calculation well. Children can investigate some toys that they have to work out how to operate, although resources to support children's understanding of technology, such as programmable toys, as well as equipment involving information and communication technology, such as computers, is currently limited. Children can listen to stories and freely access books, however, the labelling in the environment is not yet rich in signs, symbols and text to consistently support children's understanding that words have meaning.

Children can freely access resources which are of good quality and overall are conducive to their learning. Children are supported by the childminder who keeps children happy and busy by carrying out activities they enjoy. Children's communication skills are supported appropriately through the consistent use of language during activities. Children are learning healthy food habits through being offered healthy options at meal times, such as sandwiches in wholemeal bread. They choose tomatoes, cucumbers or peppers or they can have all of them. They drink water or milk. Children have regular exercise outdoors. For example, they can use the trampoline, investigate the sand or push and pull small equipment, such as prams or trucks. Children's emotional well-being is well supported as they receive praise when they achieve a task. Children are cared for in a hygienically maintained environment and they demonstrate a sound understanding of hygiene routines, such as washing hands.

The observation systems in place are developing well to extend children's progress towards the early learning goals. For example, the childminder takes note of children's starting points and then plans activities to support individual children. Activities are planned to help children extend a variety of skills, such as social, creative and physical skills. Children are starting to learn about the wider world and diverse communities through meeting people from a variety of backgrounds at different community groups. There are some resources in the home, such as books, and toy cultural figures that portray people from a range of backgrounds positively. However, this area is not maximised through devising additional activities and developing further resources to extend opportunities to promote positive attitudes and learning about diversity. Children behave safely in the provision and they respond appropriately to the childminder. For example, they happily sit closely to the childminder during activities and they learn how to move around the environment carefully. In addition, they learn important safety routines, such as practicing the fire evacuation procedure.

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	2
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	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	2
The extent to which children adopt healthy lifestyles	2
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:	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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