

Inspection report for early years provision

Unique reference number	256176
Inspection date	29/03/2011
Inspector	Cathryn Parry
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 2011

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 1998. She lives with her adult daughter and child aged thirteen years in the residential area of Chorley in Lancashire. The whole of the ground floor and the bathroom on the first floor of the childminder's home is used for childminding. The garden is not registered for children to use as it has a pond; however, there is an enclosed decked area for children to safely access. The childminder has two guinea pigs, a lizard, a dog and fish as pets. She cares for children on weekdays from 7.15am to 6pm for 50 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range. On a Monday, Thursday and Friday she is registered to care for a maximum of four children in the early years age range, for those named on the variation request of the 4th January 2011. There are currently five children on roll, all of whom are in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She attends several toddler groups on a regular basis and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into clean and well-kept premises where they have ample space to play. The childminder is keen to ensure all children are included in her setting. Children have good opportunities to make progress in their learning and development as the childminder supports them well. Systems for involving the parents in the ongoing observation and assessment process are being developed. The childminder has successfully completed an accredited quality assurance scheme to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- improve systems to involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding procedures. Consequently, children are well protected. Regular risk assessments both indoors and out, minimise the chance of accidental injury effectively. Children are cared for in a well-maintained environment, where toys and equipment are cleaned

regularly. The childminder furthers her childcare knowledge by attending a variety of training. Children are able to explore safely using easily accessible resources. These are suitable for the ages and stages of development of the children attending.

Relationships between the parents, carers and childminder are good. The childminder ensures they are informed of the experiences their children have enjoyed verbally and with written diaries. This contributes to meeting children's needs and provides continuity of care. Although this is not needed at the moment, the childminder is aware of the necessity to work with other professionals if children require additional support or help. There are no children currently attending who access care and education in more than one setting. However, the childminder has a suitable understanding of the benefits of working with other practitioners.

The childminder has completed a self-evaluation form to help her to reflect on the care and learning opportunities she provides. This enables her to tailor the experiences she offers to meet the needs of those attending. Within the self-evaluation process, the childminder welcomes any feedback from parents, carers and the childminding coordinator. This contributes to promoting an inclusive environment. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on keeping children safe.

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

The childminder demonstrates clearly that she has good understanding of the Early Years Foundation Stage. Practical, worthwhile daily activities provide good opportunities for the children to develop skills in each of the areas of learning. A very good balance of child-centred and adult-led experiences ensures appropriate challenge for their age and stage of development. Children behave well in response to the childminder's patience and realistic expectations. Positive role modelling by the childminder and appropriate resources encourage children's growing knowledge of equality and diversity. Children are happy and secure as a result of the childminder's praise and support. They use books correctly, listen attentively during story time and join in with action songs. Children use counting and numbers well in everyday play situations. A variety of creative activities including painting, cutting and sticking, promote children's self-expression whilst having fun. Their understanding of the living world is effectively nurtured as they watch the caterpillars change into butterflies. Children use the computer and have fun identifying each other and the childminder in photographs taken with the digital camera. In this way, they develop skills for the future.

The childminder has a secure knowledge of the individual and plans and provides activities that will meet their needs and interests. Regular observations are recorded in children's individual files to show each of the areas of learning is covered. Systems for involving parents and carers in the ongoing observation and assessment process are not fully developed. This impacts on the childminder's

ability to monitor all the achievements children make.

Children are kept safe on outings as they learn road safety procedures and understand simple rules, such as, holding hands when crossing the road. All children are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and out. Children are developing their knowledge of healthy food options, through appropriate discussions and the provision of healthy meals and snacks. They have a clear understanding of good hygiene practices for instance by using paper towels and anti bacterial hand gel. Clear policies, good relationships with parents and carers, and relevant training ensure individual children are cared for well should they become ill, reducing the risk of cross infection. Documentation is stored confidentially to ensure children's privacy is respected.

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	3
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
--	-----