

Inspection report for early years provision

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Inspection date	15/10/2009
Inspector	Cynthia Walker
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.

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 1994. She lives with her adult children in an area of Blackburn. The dining room and lounge on the ground floor are used for childminding. Children access the bathroom on the first floor. The garden to the front of the house is used for outdoor play. The childminder is close to shops, transport links and other local amenities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. She is registered to care for a maximum of four children under eight years and currently there are two children on roll, of which one is in the early years register. The childminder is a member of the National Childminding Association and a member of the local childminding support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder and make good progress in their learning. Overall the childminder provides interesting learning opportunities to meet all children's needs and is beginning to plan and observe children. The childminder is effectively promoting the children's welfare. Good links with parents enables the childminder to work in partnership to ensure the needs of all children are met by valuing each child as a unique individual. The childminder has a clear understanding of the effectiveness of her provision and targets to secure further improvement are identified.

What steps need to be taken to improve provision further?

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

- develop further the methods of linking the identified future learning for individual children within observations to plan relevant and motivating learning experiences

The effectiveness of leadership and management of the early years provision

The childminder is helping children make good progress in their learning and development and is effectively promoting their welfare. Documentation which is required for the safe and efficient management of her provision is suitably organised and promotes most aspects of children's needs. The childminder has completed relevant training and has a good understanding of child protection to enable her to effectively safeguard the children in her care. Detailed risk assessments ensure effective action is taken to manage and eliminate identified risks within the home and on outings. The childminder is committed to her

professional development and has attended a wide variety of short courses and is at present completing a Level 3 in Child Care.

The childminder is taking effective steps to evaluate her provision which identifies her strengths and weaknesses. She is committed to her ongoing improvement and identified targets include applying for funding to improve resources and her outdoor area. The organisation of her home encourages purposeful play and exploration and access to resources actively supports children's learning and development. Discussions with parents and carers as their children begin their care enable the childminder to establish a clear understanding of children's backgrounds and needs. Effective liaison with other providers delivering the education programme ensures children progress and receive continuity of care and learning.

The childminder has developed positive relationships with parents and carers ensuring all children's needs are met. Parents and carers receive detailed information about all aspects of her care including copies of her policies and procedures. Information about their children's achievements and progress are shared verbally on a daily basis and assessment files are shared regularly with parents. Parents and carers are positive in their evaluation of the childminder's practice stating that they are pleased with the standard of care and that she keeps them informed of their development.

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

The childminder has a good knowledge of the learning and development requirements and is effectively promoting children's learning, social, physical and economic well-being. She has a sensitive understanding of individual children's progress in learning which is reflected in regular observations that clearly identify the next steps in learning. Children's assessment files include observations, photographs of children's involvement in a wide range of activities and interesting art work. The childminder uses her knowledge to ensure that activities suitably challenge children's learning and help them progress, for example, to develop confidence with mini beasts the childminder introduced 'Sidney the spider' into her home and children now examine slugs and snails with great interest. She is continuing to develop the documentation for planning relevant and motivating learning experiences, however, these do not clearly reflect the links between the identified next steps in children's learning and the activities provided. A well equipped and welcoming environment reflects the children's backgrounds and wider community.

The childminder skilfully supports children's learning as she listens and sensitively interacts during activities, for example, encouraging descriptive language of the pictures children are drawing and enabling children to count the number of apples on the picture. Children make independent choices and are active in instigating their own play. They use their imagination as they assemble a variety of resources to make a den for the dolls and teddies explaining it is raining outside. Children make connections as they think things through as they use different sizes of blanket to cover the den. Whilst in the den children confidently sing 'Twinkle,

Twinkle, Little Star' to the toys and then read stories to the toy dog in the pram and experiment with words such as 'cocoon' from the story. Children explore their senses as they enjoy experimenting with paint stating it's a foggy day today as they cover their hands and spread paint all over the paper. They carefully use marks to create colourful pictures and children succeed in writing the initial letter of their name to identify art work.

The childminder is effectively promoting the welfare of children and ensures their good health and well-being is being supported. Children are secure and confident within the home as a result of the good interaction from the childminder and the stability of the routines. They behave well in response to the calm and consistent responses from the childminder. Discussions as the children complete fire evacuation procedures reinforces the children's understanding of dangers and how to stay safe. Children demonstrate some understanding of the benefits of physical activity as they spontaneously introduce exercises and dancing to music to keep fit within the home. They demonstrate an understanding of diversity whilst drawing detailed pictures as children explain that they are drawing candles for Eid. Children have been involved in growing tomatoes, strawberries to eat which encourages them to make healthy choices about what they eat.

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

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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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