

Inspection report for early years provision

Unique reference number	307697
Inspection date	07/05/2009
Inspector	Janet, Elizabeth Singleton
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in approximately 1986. She lives with her husband in the town of Great Harwood, Lancashire. Minded children have access to Lounge/dining room, kitchen and first floor bathroom. There is a small enclosed yard for the children to use.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight, of whom no more than three can be in the early years age range. She is currently minding five in this age group. She also offers care to children aged over five years to eleven years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The children are taken to the local toddler group each week and have regular contact with other registered childminders and their children.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder generally promotes the children's welfare with success as they play and learn in a home which is both safe and secure. The childminder has a satisfactory knowledge of the Early Years Foundation Stage and ensures children can access resources and activities that support their learning. The childminder shares information regarding activities and routines with parents but does not involve them sufficiently in their child's learning. Her understanding of the differences of the children she minds enables her to provide for their individual need and uniqueness. She has a good awareness of the strengths and weaknesses of her provision and is committed to improving her service through self evaluation and training.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment procedure to clearly identify the intended learning outcome for all children
- ensure that planning reflects the next steps for children in order to provide experiences which are appropriate to each child's stage of development
- develop systems for involving parents in contributing to their child's assessment and ensure they are informed of their child's achievements.

The leadership and management of the early years provision

The childminder organises her home to be welcoming to children in order for them to move freely making choices about their play. Her organisation allows children to access a varied range of resources which support their learning and enjoyment. The required policies and procedures are in place, well maintained and include all

consent forms regarding children's health and personal details. There are risk assessments for both the indoor and outdoor experiences planned for, ensuring children play and learn whilst being kept safe. The childminder has a good awareness of her service through the effective evaluation to enable the continuous development of her service to take place. The childminder has attended to the recommendations from the last inspection which related to the first aid box and monitoring children whilst playing outside. This ensures children's first aid needs are met and they are kept safe when playing outdoors.

The childminder has developed a relationship with parents where she shares her policies and procedures, however, she does not fully include them in their child's learning and development whilst with her. She invites parents into the home to settle their child and provides time for daily discussions regarding what their child has done whilst with her or any related issues. The home is clean and welcoming, with the required safety features and fire equipment in place and checked.

The quality and standards of the early years provision

The childminder provides a child orientated environment in which children feel welcomed and relaxed in the home. They make choices from the readily accessible resources and change activities as they laugh and talk about what they are doing. The childminder is aware of the individual needs of the children, however, although she has in place observations regarding what each child can do, these do not sufficiently identify the intended learning outcome. This is in order for her to progress them towards to the early learning goals. There is no clear link as to how this information is used to inform future planning for children's next steps in their learning and development.

The childminder takes children to the local toddler group and meets with other childminders, developing their social skills. They sit together as they count and name colours as they discuss how many and talk about the big red bus. They explore and learn about the natural world as they go for walks to the park or in the local community. They are engaged and occupied as they change activities, gluing and sticking or reading books. The childminder encourages children to try as the younger children repeat numbers and although the order is incorrect, she praises the younger children and repeats the numbers in the correct order with them. The childminder makes effective use of praise and children respond with a beaming smile, building their self-esteem and confidence. As a result children become active learners and make connections in their learning. The childminder is fully aware of the individual needs of the children she cares for and plans and adapts activities to ensure all children can take part. She therefore provides an inclusive service.

The childminder is committed to the children in her care, providing them with a balanced diet and ensuring they follow appropriate health practices. They are reminded of the safety rules, developing their understanding of being safe and the reason why. The children are well behaved and listen the childminder who distracts them onto new activities when they become disruptive. They access their drinks and enjoy a balanced diet including, crumpets and fresh pear for snack. The childminder ensures that her home is relaxed with enough equipment to support

the children's play in order to promote their overall welfare, learning and development.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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