

Inspection report for early years provision

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Inspection date	09/11/2009
Inspector	Margaret Baines
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 registered in 1991. She lives with her husband in Wesham near Kirkham. The whole of the ground floor is used for childminding, including the lounge, the dining area and the kitchen. The bathroom is situated on the first floor. Children also have access to an enclosed outdoor area at the rear of the home. The childminder is registered to care for a maximum of six children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll who are within the early years age group. The childminder receives support from the local authority, is a member of a local childminder network and holds a National Vocational Qualification (NVQ) at level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's uniqueness and individual needs are recognised by the childminder because she ensures that she gathers relevant information from parents and carers at the beginning of the childminding arrangements. As a result, children feel happy and settled in her care. The childminder ensures that she has in place effective policies and procedures which are shared with parents. She also has a system in place to record children's achievements in their learning. The childminder has completed a self-assessment of her provision and has identified areas for improvement and development. She has also put in place those identified areas for improvement from her last inspection. Consequently, through additional training and ongoing assessment, the childminder is committed to maintaining continuous improvement for the children in her care.

What steps need to be taken to improve provision further?

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

- establish effective communication between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibility with regard to safeguarding children in her care. Robust safeguarding policies and procedures are effectively implemented to ensure children are safe when with the childminder. She has in place detailed risk assessments for her home and for outings. Consequently, children are safe in her care.

Systems are in place to ensure that children are collected by persons known to the childminder and who have authorised parental responsibility for the children. Toys

and equipment are deployed effectively to ensure children have easy access and can make choices in their play and learning. For example, children can access the lovely range of toys and games from the low storage areas.

The childminder is diligent in her commitment to ensure that she provides a service that is inclusive for all children and their families. Parents receive good information about the day the children enjoy with her because she provides detailed diaries. She encourages parents to record information about the children's interests and achievements at home. Parents have begun to contribute to the evaluation process through discussion; their thoughts and opinions are taken into consideration when evaluating the provision.

The childminder takes time to explain to parents and carers about the day the children enjoy with her. Currently the childminder does not gain information from other settings that the children attend to add to their learning and development records.

The childminder is motivated to improve her practice through ongoing training. She has completed an NVQ at level 3 in childcare and attends short courses offered by the local authority. She recognises her strengths and considers ways to improve by completing the self-evaluation document. For example, further professional development to enhance the care and learning for the children is an area for attention. She is committed to embedding ambition and driving improvement as she continually looks for ways to develop and improve for the benefit of the children in her care.

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

Children are happy and content in the care of the childminder, who provides a good range of toys and activities to meet their individual needs. For example, children enjoy creative activities, construction and small world toys, musical toys and some natural resources in the treasure basket. They make models with play dough and enjoy a variety of activities in the outdoor area. The Children enjoy a wide range of learning experiences, such as playing with the play dough and exploring the variety of props. Children also have access to a good range of books as they develop their knowledge and skills in communication, language and literacy.

Children have good opportunities to enjoy the outdoors as they develop their physical skills. For example, they push prams around and can negotiate a pathway. The childminder uses observation and assessment to identify children's individual preferences and any gaps in their learning. Each child has a learning journey which contains detailed information about their learning and development. The books include excellent photographic evidence of children enjoying activities across all six areas of learning as they work towards the early learning goals.

Children enjoy visits to groups in the community and to the park. Each of these activities provides children with a variety of learning experiences. Children feel safe

in the care of the childminder because she has in place good systems to ensure their continued safety. For example, she uses risk assessments to identify any potential hazards and she ensures she teaches children about keeping themselves safe. Children are encouraged to be aware of their own safety and to take some responsibility by picking up toys and being careful. Children are also encouraged to stay close to the childminder when on outings. The childminder has available the required equipment to ensure that children feel safe in her care. For example, fire safety equipment and a first aid box. Children adopt healthy lifestyles with the childminder as she encourages them to learn about healthy eating. For example, they enjoy healthy snacks of fresh fruit and bread. Meals are home cooked and include the required five-a-day fruit and vegetables.

Children make a positive contribution because the childminder ensures that they have a good understanding of what is expected of them in terms of behaviour and cooperation with others. She works hard to promote children's positive attitude to others by encouraging them, for example, to share and take turns. She uses praise and encouragement to ensure that children develop positive feelings of worth when in her care. Children are developing skills for the future because the childminder ensures that they access the curriculum across each area of learning. For example, they develop their problem solving skills as they count and differentiate between sizes. Children enjoy access to information and communication technology which prepares them for the future. The childminder teaches children about our wider world through topics that she develops and access to very good resources to promote their learning and development well. She encourages children to value each other's differences by sharing information and play ideas. Consequently, children thrive in this home as they enjoy their learning and development in a well-resourced, child-orientated environment.

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	1
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	1
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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