

Inspection report for early years provision

Unique reference number	307931
Inspection date	16/07/2009
Inspector	Wendy Fitton
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 registered in 1992. She lives with her husband and two adult sons. The family lives in a semi-detached house which is within easy access of Clitheroe town centre in Lancashire.

She is registered to provide care for a maximum of six children under eight years on the Early Years Register and the compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register. There are currently six children attending part-time places and school age children attend during holidays. Children access the main lounge, kitchen with dining facility, downstairs bathroom and a rear outdoor garden. Children do not access the dining room or upstairs areas.

The childminder is a member of the local network of childminders. She has completed relevant training in various aspects of childminding and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a very warm, friendly welcome to all children. She ensures children enjoy their time and make progress in their learning and development. Overall, an inclusive and welcoming service is provided as the children are really well supported and have access to all facilities and activities with their individual needs respected. Partnerships with parents are positive and the childminder ensures parents are fully informed about the organisational policies and procedures. Effective steps are taken to evaluate the provision and the childminder has understanding of identified strengths and weaknesses in order to promote children's welfare, learning and development.

What steps need to be taken to improve provision further?

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

- develop the system for assessing children's progress as they develop towards the early learning goals.

The leadership and management of the early years provision

The childminder works very effectively to provide good quality care and education for children. She has an understanding of her identified strengths and weaknesses and there is a system in place for the start of self-evaluation of practices and continuous improvement. She has responded positively to the recommendation from the previous inspection and is up-to-date with the Early Years Foundation Stage framework. The childminder has a very positive attitude to training and has completed various training courses to keep up-to-date with current practices.

There are good links with other childminders through the local network and within the local children's centre.

Documentation which is required for the safe and efficient management of the provision is well organised and promotes all aspects of children's welfare. Children are protected and safeguarded owing to the childminder's knowledge and understanding of child protection procedures, health and safety procedures and the steps taken to promote children's good health and well-being. There are effective systems in place to manage and eliminate any risks to children. For example, all the areas of the house are safe and secure, arrival and collection procedures are followed and a detailed risk assessment is completed and any actions are identified.

The childminder works well in partnership with parents to meet children's needs and to help them feel secure and confident. There are a number of letters of recommendation from past parents about the quality of the childminding service. She talks to parents on a daily basis about what the children have been doing and liaises with them about important information regarding individual needs and wishes. There are systems in place to plan for children's settling in and induction to the provision. The childminder is very sensitive to the needs of parents and works flexibly according to their work patterns and any anxieties they may have about their child's welfare.

The quality and standards of the early years provision

The childminder has good knowledge of the learning and development requirements. She fully supports children's learning through planned activities and experiences both home based and within the local community. Children visit the park and socialise with other adults and children at toddler groups, children's centres and community activities. They have access to a wide range of resources and equipment to interest and motivate them to become active learners. They make independent choices about their play and access all toys and resources. Children are really settled and comfortable and respond to the routines and rhythms of the day as the childminder ensures children can play, rest and eat according to their own needs and routines. The childminder plans the activities to cover the six areas of learning and so supports children's social, creative and physical skills and develops their knowledge and understanding of the world, numbers and communication.

Children learn about social skills as they begin to understand about the importance of being kind and considerate to each other and how their different behaviour affects others. They use puppets and dolls to talk about feelings and learn to share and play cooperatively together. They go out into the local community and meet with different people and are encouraged to use manners and greetings to others. They learn about their outdoor environment as they visit the castle and museum, shop for food on the market and learn about where fruit and vegetables come from. Children begin to recycle clothes and shoes and learn about how other people can use items of recycled clothing. Children count during everyday situations as they count spoons, plates, apples and objects. They make jigsaws,

use construction toys and problem solve with cause and effect toys. Children develop their creative and imaginative skills through painting with different mediums, leaf printing, hand printing and using string. They make pictures and models with rice, collage and pasta. Children follow healthy lifestyles and develop their physical skills through walking, running in the fields, playing football, using skipping ropes and lots of physical play equipment. Children recharge their bodies as they relax and sleep according to their own routines. They develop their mark making as they use felt-tip pens, crayons and paint. They talk about what they are doing and what they can see in books and on posters. The childminder develops children's speaking and listening through books and repeating words. She observes children during their play and takes photographs for their development profiles, making links to the areas of learning. She plans a range of activities and experiences for the children. However, it is not clear on how future learning needs are linked to the assessment of children's development as they are progressing towards the early learning goals.

The childminder is fully committed to good quality care which actively promotes the children's health and well-being. Children are protected and safeguarded because the childminder understands what she needs to do in the event of a concern and has a written policy and procedure. The childminder helps children to stay safe in the environment and allows them to explore at their own pace and promotes their awareness of dangers. She has all necessary safety equipment in place. Children know they are not allowed upstairs or out of the lounge doorway. Children are provided with healthy foods and learn about the importance of fresh air and regular exercise. They learn to respect and understand differences and diversity through discussion and the provision of resources and activities. Children learn about expected behaviours and are encouraged to share, use manners and behave nicely towards each other.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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