

Inspection report for early years provision

Unique reference number	308257
Inspection date	20/05/2009
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 1995. She lives with her husband and two adult daughters in the Oswaldtwistle area of Lancashire. She is registered for six children under eight years on the Early Years Register and the compulsory part of the Childcare Register. There are currently three children in the early years age group on roll. They attend full time places and part-time after nursery school. There is one child under eight who attends before and after school and during school holidays.

Children have access to a dining kitchen area, downstairs bathroom, main lounge, a second study area and a rear garden. Children do not access any upstairs areas. The childminder has links with other childminders and activity groups in the local area. She has completed required training.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder provides a welcoming, child centred environment where children can enjoy their time and progress in some aspects of their learning. An inclusive and welcoming service is provided as the children are supported and have access to all facilities and activities. There are effective communication systems in place to ensure children's needs are met in liaison with parents. The childminder identifies some strengths and weaknesses, but the system for self-evaluation to plan for the future and bring about further improvement to the provision is limited.

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 self-evaluation to plan for the future and bring about further improvement to the provision and outcomes for children
- continue to develop the system for planning activities to each child's stage of development, undertake observational assessment as children progress towards the early learning goals
- review the system for records, policies and procedures in line with the Early Years Foundation Stage framework.

The leadership and management of the early years provision

The childminder has some systems in place to meet the needs of individual children through induction and settling in procedures. She plans activities both inside and outside of the home environment to support children's learning and welfare needs. The childminder can identify some of her own strengths and weaknesses and considers her own development needs through training and networking with other childminders. She has responded to the previous

recommendations raised at the last inspection and made some improvements to her provision. For example, she has attended training for the Early Years Foundation Stage, she is now recording children's daily attendance, she practices fire drills with the children and has updated her complaints procedure. Children's safety and well-being is now enhanced. Records, policies and procedures are satisfactorily maintained for the management of the setting and to promote children's health and safety. However some documentation is out of date and is not in line with the Early Years Framework.

The childminder follows procedures for child protection and understands her role and duty to safeguard children. There are systems in place to manage and eliminate risks to maintain children's safety both inside and outside of the premises. For example, the premises are organised, accessible and welcoming. The outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose. Doors are locked and children are secure in the outdoor garden. All safety equipment is in place and includes gates, a fireguard, smoke alarms and a fire blanket. Children's toys and equipment are in good condition and suitable to the needs of the children on roll. The childminder conducts a regular risk assessment of all areas, equipment and outings which is signed and dated.

Children learn about being healthy and keeping themselves safe through everyday routine activities. For example, washing hands before and after foods, eating healthy meals and snacks and exercising at the park and when walking. The childminder talks to children about keeping safe and encourages them to tidy away toys and not to run inside. Children learn about healthy lifestyles as they use the outdoor area daily and walk in the local community. Children exercise and develop their physical skills when they use large equipment at the parks and activity gyms, they use wheeled and ride on toys. Parents are aware of the organisational procedures and the childminder informs them of the routines and activities that children are part of. For example, she completes a daily journal which gives all routine care and learning information. She talks to parents everyday and discusses any issues or needs. The childminder plans induction meetings with parents and invites them for a visit to discuss needs and ask questions. Links with the local nursery provision and local community groups are being developed to ensure progression of children and the continuity of learning and care.

The quality and standards of the early years provision

The childminder has some knowledge of the learning and development requirements. She supports children's learning through some planned and spontaneous activities. Children can access toys and equipment appropriate to their ages and stages of development. They make some independent choices about their play and the children ask for resources according to what they are interested in and like to do. Children are settled and comfortable, enjoy their time and are familiar with the routines and rhythms of the day. They develop some learning skills through experiences in the local activity and toddler groups and outdoor activities at the park, places of interest and the library. The childminder completes a daily journal for the children which is detailed and gives parents information about what their children have been doing and their general care

routines. There are some photographs in the journals as children are out and about and doing specific planned activities. She has started to complete profiles that have children's art work and pictures in, and she is describing what children are doing from the photographs. However, the system for planning activities to each child's stage of development, to undertake observational assessment as children progress towards the early learning goals is not fully evident.

Children develop their personal, social and independence skills as they help to prepare their snack and buttering their own crackers, they feed themselves and wash their hands. They learn about their own behaviour and how this may affect others and learn to share, take turns and be kind to each other. Children socialise daily with other children at the toddler groups and show interest and motivation when playing with the toys they have chosen. Children learn to problem solve and use numbers in everyday activities. They count different objects and how many eggs they need for baking and they count the candles on the birthday cake. Children sort and group different shapes and sizes and find out how things fit together when doing jigsaws and building with construction toys. They learn how musical and activity toys work as they press and twist buttons. Children learn about festivals, celebrations and seasons as they celebrate Chinese New Year, St Georges Day and Easter. They explore the outdoor environment and learn about the natural world and living things. For example, feeding the ducks, walking in the park and collecting leaves and looking at insects, pebbles, sticks and twigs. Children develop their creative and imaginative skills through painting, craft activities, baking and dressing up. Children enjoy music and dancing and develop their physical skills when using wheeled toys, climbing, riding and balancing on large equipment at the park and at the activity gyms. Children re-charge their bodies as they relax and unwind during quiet activities and resting. The childminder develops children's speech and language as she talks to them all the time about what they are doing, she encourages the children to make choices about what they want to do and develops their vocabulary through naming objects and displaying number and letter posters in the environment.

The childminder shows commitment to providing good care for children. She develops their understanding about keeping safe and sets boundaries to remind children about dangers in the premises. They adopt healthy habits such as good hygiene, healthy eating and physical activity. Children enjoy their learning and are developing through the provision of activities and experiences that they choose to do. Children behave well and respond to positive praise, encouragement and support. They are learning about differences and the wider world through socialising in their local community and meeting with different people, and celebrate important festivals and events of the cultural calendar.

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.	3

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?	3
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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