

Inspection report for early years provision

Unique reference number	308302
Inspection date	15/04/2009
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 1998. She is registered to care for six children under eight years on the Early Years Register and compulsory part of the Childcare Register. There are currently seven children on roll. Three are in the early years age range who attend nursery sessions in the morning. Two children aged five and 10 years attend school holidays only. Two other children aged seven and eight attend before and after school and some holidays.

The childminder lives in the Padiham area of Burnley, Lancashire with her husband and two children aged 13 and 14 years. The children have access to all downstairs areas. This includes a designated playroom, lounge and front and rear gardens. There is a bathroom on the first floor and two bedrooms for children to sleep in.

The childminder is accredited to a local network of childminders and attends toddler groups and children's centres. She is a qualified nursery nurse and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Systems are well organised to ensure that every child receives an enjoyable and challenging learning environment to meet individual needs. Children are fully included and are really well supported, having access to all facilities and activities. Partnerships with parents are positive to meet children's needs and to help them feel secure and confident. Parents are fully informed about the organisational policies and procedures. Some steps are taken to identify strengths and weaknesses and evaluate the provision through the local network. The system for self-evaluation to promote continuous improvement and the development of the service is limited.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for planning and observational assessment to meet with children's individual needs as they progress towards the early learning goals
- develop the system for self-evaluation to promote continuous improvement and the development of the service.

The leadership and management of the early years provision

The childminder works effectively to provide good quality care and education for children. She has an understanding of her identified strengths and weaknesses and is beginning to self-evaluate with support from her network. The childminder has responded positively to the recommendations from the previous inspection. She

ensures that parents sign all accident records and that they give written consent for the use of the paddling pool. The childminder has a very positive attitude to training and has completed various training courses to keep up to date with current practices. She has a childcare qualification in nursery nursing. There are some links with other providers, professionals and other carers to ensure progression and the continuity of learning and care.

Documentation 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 very 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, a detailed risk assessment is completed and any actions are identified. All necessary safety equipment is in place and children are made aware of safety aspects. They know to walk near the wall and not near the pavement edge, are discouraged from entering the kitchen area and know not to throw big things around as they may hurt themselves or others.

The childminder works well in partnership with parents to meet children's needs and to help them feel secure and confident. Parents visit prior to care starting and complete all the forms. They also visit with their children to become familiar with the environment and routines. Children are still active at the end of the day carrying out activities and so parents are able to see them participating in play. All artwork is passed on and children are encouraged to talk to their own parents and inform them of their day's activities. The childminder sends photographs to parents to keep them up to date with what the children are doing. She 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 through community activities. They make independent choices about their play and access the designated play area where toys and games are accessible. Children are really settled and comfortable and respond to the routines and rhythms of the day as the childminder ensures they can play, rest and eat according to their own needs and routines. The childminder plans activities to cover the six areas of learning and so supports children's social, creative and physical skills. These also develop children's knowledge, understanding of the world, number and communication skills.

Children participate in a variety of activities and learning experiences that are suitable for their ages and stages of development. The activities are planned according to children's initiations and their expressions of interests. She has

started to observe children and is beginning to update her knowledge of the Early Years Foundation Stage. She takes a photograph of the children and records any significant observations and is then beginning to link them to the early learning goals. Each child has a scrapbook that is shared with parents and this shows some links to the six areas of learning. However, the planning and assessments for children are still being developed.

Children develop their personal, social and emotional skills. They are encouraged to share toys, take turns during games and play sociably with others. Children learn about self-care through potty training and putting on their own coats and shoes. They develop their independence and learn about manners when they sit together at the table for meals and snacks. They use appropriate cutlery and chat sociably. Children enjoy listening to stories, reading and choosing books from the library. They listen to simple instructions and follow the rules and boundaries. They interact and chat with the childminder and other children throughout the day as they have different experiences both outside and in the home environment.

Children develop their physical skills as much of the time they walk to and from groups and schools. Active outdoor play at the park and in the garden features daily. Children can sleep and relax when they need to and develop their hand and eye coordination through jigsaws, construction and cause and effect toys. Children enjoy their creative and imaginative activities as they colour and draw, use paints, glue and create collage pictures. They dance to music and use role-play equipment. They learn about their environment and the world about them as they walk through the leaves, crunch through snow, look at flowers and learn about growing and planting. They celebrate special occasions and festivals such as Chinese New Year and their own birthdays. They make cards and pictures to celebrate Easter and the Spring season.

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. She has a written policy and procedure that includes information if there is an allegation against her. She is aware of the signs and symptoms of abuse and has a record sheet for any concerns. Children are provided with a healthy balanced diet and learn about healthy lifestyles as they walk to and from school, learn about foods that are good for you and exercise at the parks and playgrounds. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. There is a behaviour policy in place and the childminder talks to the children, giving explanations, distraction techniques and some time out. Children are aware of the rules and boundaries of being outside near roads. They know the household rules with toys, of sharing, being kind and the limits on access to some areas.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.