

Inspection report for early years provision

Unique reference number	308361
Inspection date	06/05/2009
Inspector	Ann Bamford
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 offers care from her home in Accrington, Lancashire. The home is on a new estate a short distance from shops and transport links. She is registered to provide care for up to five children on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She has been registered since 2001.

The whole of the ground floor and one room on the first floor are used to provide care for children. All rooms on the ground floor are wheelchair accessible. There is an enclosed rear garden.

Care is available from 07.30 until 17.00 each weekday, with the exception of bank holidays. Annual holidays are negotiated individually with parents.

The childminder lives with her partner, mother, adult daughter and a five-year-old daughter. At the time of inspection there were four children on roll.

Overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children's needs are met in an individual way whilst they are cared for in the setting.

Children's welfare is promoted very effectively as the childminder works with parents and other professionals to meet all children's needs. Children are very safe and secure at all times and experience enjoyment during the time they spend with the childminder. Children experience a wide variety of activities in an environment that is very well organised for them. The childminder has made good use of self-evaluation as a tool to identify and develop areas of her practice. As a result, the quality of childcare and education that children receive is a effective and consistently improved.

What steps need to be taken to improve provision further?

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

- continue to develop planning next steps in all childrens development
- continue to develop knowledge and understanding of specific area of individual need.

The leadership and management of the early years provision

The childminder works to provide high quality care and learning. She has quickly made effective use of the Early Years Foundation Stage document as a tool for ensuring that each child makes progress in the six areas of the early learning. She is confident in observing children and planning next steps especially for children

aged over three years. The sophisticated planning and organisation of the areas where children play mean that children can choose their own toys from a range planned to move them on in a specific way. This enhances the rate at which all children make progress. Innovative ideas, such as encouraging a toddler to wash her hands independently, using a photograph and picture of soap in the downstairs toilet, increase children's sense of belonging and value, but also aids the development of skill. The childminder's careful planning for individual children, and creative use of, for example, children's choosing their own equipment, means that children progress rapidly through next steps in their development, as the baby present takes steps towards a favourite toy.

Working in partnership with parents and other professionals is an integral part of the childminder's service. She involves parents and other providers of care for children in gathering information, planning next steps for children and evaluating her service. She has a wealth of experience of recognising and discussing children's individual needs. She is developing an awareness of differences in needs for children with specific conditions, such as autism. She is well able to identify areas of concern and assist parents in working with other professionals, for example, to ensure that a child's hearing needs are properly addressed. This enhances children's experience of consistency of quality care.

Documentation is very efficiently used for both the safe management of her provision and as a means of ensuring that children are making the best possible progress in their learning. The area where children are cared for is risk assessed on a daily and ongoing basis. Outings too are regularly assessed. The childminder skilfully discusses these with children in order to encourage them to recognise and minimise risks for themselves as, for example, the risk of the baby wriggling out of the buggy straps. As a result, children are safe and developing a sophisticated awareness of how to keep safe. Written risk assessments are in place for outings. The childcare area is regularly modified to ensure that children have maximum access to toys and equipment while still keeping them safe in the indoor and outdoor environment. The childminder regularly reviews documentation and has begun to record plans for further development. She has a clear written development plan for children; however, although the childminder is skilled in focusing on what children do, she is more confident in both planning and recording next steps for children aged over three. Children benefit from the childminder's drive for improvement. Her regular attendance on courses and skill in weaving new knowledge and understanding into practice mean that children can experience new ways of learning and having fun. For example, the childminder and child discuss how the egg makes the body strong when they eat it before they enjoy decorating it together. This enhances awareness of healthy selections of food and awareness of how the body uses food to develop.

The quality and standards of the early years provision

This provision is good. The childminder supports children's learning very effectively. She has a strong understanding of the different stages of children's development and learning and, as a result, children's individual learning needs are promoted in an imaginative way. Children choose whether they are in or out of

doors throughout the time they are cared for. Observation, assessment and planning are used skilfully to create an environment where the child can be an active learner with the challenge provided by the childminder to think critically. They select their own toys and respond to the skilled childminder's challenge to find out other ways of using them, for example, to use the dinner bowls as a stacking toy when waiting for lunch. Children are involved in every aspect of living, for example, helping to sort clothing and preparing snack meals. Older children are encouraged to do as much as they can for themselves; for example, to hang their coats, wash hands and prepare for lunch independently. The patience and encouragement of the child to persist in doing this correctly and consistently enhances the child's confidence to succeed. The relevance of planned next steps ensures that, for example, a child who is just starting to walk has plenty of opportunities to experiment on a clear length of floor. Children's individual progress is charted with care; the next steps are agreed with parents both verbally and in children's diaries. Records are used to chart all children's good levels of achievement in relation to their starting points.

Children's welfare is promoted in an efficient manner. All children learn how to maintain their own health and well-being from a very early age as they are encouraged to indicate their needs for food and drink, nappy changing, sleep and cuddles. The childminder uses strategies, such as using parents' information on signals for needing food or sleep and baby signing. Using these with children enhances their communication skills and confidence. In addition, children learn to consider different needs, such as hearing impairment, as part of their usual way of communicating. Children develop an awareness of different cultures as the childminder plans celebrations from different cultures and attends groups where this is a focus, for example, Chinese New Year celebrations in a local playgroup. Older children request food and drink with increasing independence. Children develop an awareness of preventing cross-infection as they talk about washing hands before handling food. All children have an exemplary awareness of safety as they learn, for example, to avoid the hazards involved in preparation of meals and cooking. Children develop excellent independence skills and ability to keep themselves safe as they are involved in discussing, for example, whether they should sit next to or across from the inspector at the table in order to feel safe. This also enhances their understanding of the world.

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?	1
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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