

Inspection report for early years provision

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Inspection date	13/10/2009
Inspector	Wendy Fitton
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 has been registered since 1999. She lives with her husband and three children aged 16, 15 and 13. The premises are situated in the Altham area of Accrington in Lancashire. She is registered for a maximum of six children under eight years on the Early Years Register and both the compulsory and voluntary part of the Childcare Registers. There are currently seven children on roll and three children are in the early years age group. Children attend full and part-time places, before and after school and during holidays.

Children have access to the back downstairs room which is a children's specific playroom, a front living room for quiet activities, a spacious hallway and the kitchen. There is a large outdoor area with fixed play equipment and a bathroom on the first floor.

The childminder is part of a local network of childminders. She has a qualification in childcare and education and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has good knowledge and understanding of children's individual needs. She has developed effective systems for planning and observing children's progress and development needs under the Early Years Foundation Stage. There are exemplary and very effective relationships with parents to actively engage them in all aspects of the organisation, and keep them up to date and well informed of their children's progress. Policies and procedures for the safe and efficient management of the provision are in place and maintain children's overall safety and well-being. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement is in the early stages.

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 identify priorities for future targets and to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are very well protected and safeguarded because the childminder has established effective risk assessments for the premises and for any outdoor activities. She is fully aware of her role and responsibilities to protect children from any harm, and follows the local safeguarding procedures. She has a written policy

that includes information for parents in the event of any allegations against the childminder. Children are safe and feel really secure in the premises and the deployment of resources and procedures are effective. The environment is child-centred and children can move freely and safely and feel confident. They use a range of suitable equipment, furniture and toys to promote their all round development.

The childminder organises her childminding to allow children to make free choices about their play and she works effectively to provide good quality care and education for children. She has a dedicated play lounge, a quiet play room and an outdoor facility. She has responded positively to the recommendation raised at the last inspection. She is working well towards the learning and development requirements for all children in the early years age group. The childminder recognises her major strengths and weaknesses. However, this is not fully established through self-evaluation or identifying her ambition to drive improvement. She involves parents and other significant people in children's welfare and learning. She talks to other professionals in nurseries, attends music sessions held at the local children's centre, is actively involved in a network of childminders and goes on trips out and attends a playgroup attached to a school.

There is excellent engagement with parents and they are fully involved in all aspects of the childminding. They know exactly what their children are doing and how they are progressing towards the early learning goals. They are informed of all the organisational policies and procedures and are part of an induction and settling in process. Parents have responded positively to the care and education their children receive and make the following comments, 'Happy with the setting, there are so many activities and different children to play with and great communication'. 'The quality of care is outstanding, children are secure and given lots of affection; relationships are excellent and we are kept informed of all activities and events our child is involved with' and 'My child's progress and learning is discussed regularly'.

All children and their families are welcomed and included in all aspects. The childminder is very sensitive to individual needs and wishes. The organisational policies and procedures are effective and inclusive. The environment is well planned and creatively used with full access to toys, furniture and equipment for all ages and stages. Children are helped to understand about differences and diversity through books, community play centres and being involved in celebrations and festivals. Every child has a record form and 'all about me' information. Important information is gathered from parents at the time of placement. The childminder is able to provide appropriate care and learning opportunities, so children are well supported and encouraged. She has previous experience of supporting children with any special educational needs or disabilities.

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

Children are happy and secure and enjoy their time in the childminder's care. She has created a calm, welcoming and very child-centred environment where children

are fully supported and encouraged to learn and develop. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging. The childminder has good knowledge of child development and promotes the early years curriculum. She provides a wide range of experiences and learning activities both in the home environment and outside on trips and visits. All experiences cover the six areas of learning and this enables her to support children's personal, social, physical and intellectual development. Children participate in outings to local toddler groups, the park, the library and various activity centres. She has established a system for planning her activities according to children's interests and abilities, and enables the children to make choices and lead their own play through free access to toys and resources. She involves the parents in what children have been doing, has an activity plan of what is happening in the week, which includes outings, attendance at groups, free play and outdoor play. Each child has an 'all about me' profile that holds their art work and drawings and lots of photographs of them during activities. The children have a learning profile with learning journeys, these are linked to a photograph and observation. The next steps of learning are linked to aspects of the Foundation Stage curriculum and the early learning goals.

Children respond to positive praise, support and encouragement and feel secure. They attend local toddler groups and socialise with other adults and children. Children are confident to try out new tasks and activities and make their own decisions about what they like and dislike. They show a strong exploratory interest as they explore their environment and discover the toys and equipment. They learn they are special through lots of close physical comfort and children support each other and gain confidence in linking with others in a small group. They enjoy music and movement and develop their creative skills through musical instruments. They make different sounds and rhythms as they bang, shake, tap and blow. They smile with pleasure at the recognisable play things as they discover toys. Children role-play with dolls, prams and dressing up things, and use their imagination based on their own experiences. Children make strong purposeful movements, moving from a position that they are placed, crawling towards their favourite toys, moving from sitting to standing with furniture. Children's health needs are met and they thrive from regular rests, sleep and food. They imitate and improvise actions they observe, such as clapping, playing the instruments and waving goodbye. They learn to classify toys and objects by arranging them and sharing them out in the group. Children are alert to investigate how things work and move as they press buttons, open flaps and shake and bang the instruments. They are involved in their local community and meet with all different people at children's centres, parks, toddler groups and libraries. They visit places of interest including the Eco garden, the farm and the canal. Children participate in festivals and celebrate birthdays, Christmas and Eid. The childminder really supports children's speech and language as she asks them lots of open questions to challenge their thinking, and babies make sounds with their voices for social interaction. Children communicate about the things that interest them when they talk about their families and grandma. They understand simple instructions and can talk in simple sentences.

Children are learning about being safe and healthy. There are effective procedures in place. For example, the premises are very clean and hygienic and children are

not exposed to any risks or hazards. They learn about safety when walking out in the environment and travelling in the car. They know about car seats and boosters and why they need to use them. Children are learning to be independent but reminded to stay safe when learning to go upstairs to use the toilet. They enjoy a healthy balanced diet with home cooked meals and snacks according to preferences and needs. They sleep and rest daily to recharge their bodies. Children feel very safe and secure with the childminder and respond to the routines and rhythms of the day. They play with purpose and explore and investigate the environment and resources freely. Children are learning about how their behaviour affects others and are distinguishing between what is right and wrong. They are encouraged to share toys and respond to explanations. The children are very secure with the childminder and look to her for support and help. The childminder is sensitive to children's individual needs and manages any challenging behaviour effectively.

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
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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