

Inspection report for early years provision

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Inspector	Joan, Patricia Flowers
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.

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Description of the childminding

The childminder has been registered for 12 years. She lives with her husband and two adult children and one grandchild aged 10 months. They live in a house in Bamber Bridge near Preston. The home is close to local schools, shops and parks. The children are cared for on the ground floor, in a playroom, which has adjoining bathroom facilities. The playroom has direct access to the rear garden for outdoor play. The entrance to the playroom is via a door at the side of the house, which is used to enter the childcare provision. The childminder uses a vehicle for transporting children in and she provides her childcare service all year. Registration is effective on the Early Years Register, and both parts of the Compulsory Register and no overnight care is provided. The childminder may care for a maximum of six children under eight years, of whom three may be in the early year's age range. There are currently two children under eight years on roll, one of whom is in the early year's age range. The childminder attends local carer and toddler groups on a regular basis. She is a member of the National Childminding Association and the Lancashire Childminding Association. Support and training is accessed from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child, and provides support so that children make excellent progress in their learning and development and their welfare is priority. Safeguarding procedures are effective and children's welfare is promoted. Partnerships are used to promote good quality education and care for all who attend. The process of self-evaluation is initiated and ongoing. Improvements made since the last inspection have enabled children to play safely, and information for parents made clearer. The childminder is driving further improvements well, with there being clear objectives set for continuous improvement for the future.

What steps need to be taken to improve provision further?

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

- ensure that first aid items are appropriate and in line with current first aid regulations and guidance
- continue to develop play resources that will help children learn about other cultures and lifestyles.

The effectiveness of leadership and management of the early years provision

The childminder ensures that all adults in her home have up to date checks for suitability. She maintains direct supervision of the children in her care and visitor

details are checked to maintain children's safety. Safeguarding children procedures are clear and informative and a risk assessment has been recorded with daily visual checks of her home undertaken. Children's safety and security are maintained at all times including when taken on outings or the school run. Emergency evacuation procedures are considered and practised with the children regularly. A register clearly records the arrival and collection of all children in her care. Well-organised systems ensure that all required welfare records and personal documentation are available, and these clearly provide all necessary information for the ongoing support of individual boys and girls. The childminder is very effective in sharing information with parents, including any accident and medication records together with daily information about activities and events and the progress they are making. The childminder promotes equality and diversity, ensuring her provision is inclusive of all children, providing boys and girls with activities and social experiences to ensure they build positive relationships for the future. Resources in the home that provide positive images of difference are however limited.

The childminder has started to make an effective use of her form of self-evaluation. Her reflective practice has identified her priorities for her provision. She is proactive in the continuous improvement of the service she gives, and is proactive in arranging timely updated training in areas, such as, first aid so that her knowledge is up-to-date and requirements of registration are maintained. Systems to monitor progress, with clear observations linked to the six areas of learning are well implemented, and planning for children's next steps in learning are recorded and used meaningfully for planning individual or general activities. The childminder builds wonderfully positive relationships with parents and is flexible to their and their children's needs, responding to their request to support children with schoolwork, including their participation in school plays like the Christmas Nativity production. She is aware how partnerships with other providers of the early learning goals are effective in extending children's learning and development and is committed to working with these others so that continuity for children's learning is as effective as possible.

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

Children are happy, confident and settled in the well-organised downstairs areas of the childminder's home. They are carefully nurtured by the warm close relationship they have with the childminder, thereby grow in confidence, and feel secure. Children may make independent choices from the toys and activities provided because resources are well organised and easily accessible. Children's learning and development is extremely well supported by the thorough knowledge the childminder builds of each child in her care, supported by her understanding of how children learn and of the Early Years Foundation Stage. The childminder reinforces what children know using open-ended questioning, repetition of words and phrases and praise for their attempts and achievements. All areas of their development and learning are highly promoted here.

Children speak clearly and learn new words quickly because the childminder listens

closely to what they say. She responds calmly to their attempts at new words supporting the development of their confidence and language skills. Children squeeze and shape the play dough, using cutters to make different shapes and use the plastic knife and the extruder to make strips of play dough. They compare the strips to a snake shape and use words like long and shorter. They place the play dough 'snakes' on the table counting up to five clearly and competently. The childminder provides a range of mark-making equipment, tools and materials so that children can use their imaginations when they create individual art and craft items. Children move confidently from the playroom to the kitchen to use the chalks and the chalkboard. Children learn about the wider world through regular journeys to and from local schools, visiting other childminders or attending group venues. They learn to contribute and to be responsible as they help the childminder as she shops for foods. Boys and girls extend and reinforce their physical skills during daily outdoor play in the childminder's garden, at local play parks of group venues.

Children show they feel secure. They hug and cuddle the childminder when they need a rest. Children are carefully supported to learn personal hygiene skills using effective hygiene routines. Children learn to wash their hands and can help themselves to drinks from their own beakers that are available while they play. Children are offered a good range of healthy snacks, and their parents are advised about what they should include in their child's packed lunch if this is what they prefer. Family preferences are known and any dietary restrictions are met. The childminder has a clear understanding of the importance of positive strategies to support the behaviour she wants. House rules are in place for older children while younger ones are encouraged to be polite or to share resources. Children learn to tolerate differences and to negotiate with others. The range of resources and positive images in the home are limited, however, children do get opportunities to learn about other people's differences and similarities through discussion with the childminder, and when they mix with others at the groups they go to and in the community.

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	2
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	2
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	1

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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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