

Inspection report for early years provision

Unique reference number	308656
Inspection date	18/06/2009
Inspector	Lisa Patterson
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 has been registered since 1998. She lives with her four children aged four, seven, 10 and 12 years in the centre of Blackpool. The home is close to the park, sport centre, schools and shops. Minded children have access to whole of the ground floor of the house, which includes the playroom, the front lounge, the dining room and the kitchen. The two bedrooms on the first floor are used for children's sleep and there are toilet facilities for children to access. There is a fully enclosed outdoor area for physical play. Family pets include a cat and a guinea pig.

The childminder is registered to care for a maximum of four children under eight years at any one time. She is currently minding six children in the early years age group. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder holds a Nursery Nurses Examination Board (NNEB) Foundation Degree in Childcare and Education and has recently completed a Bachelor of Arts with Honours (BA(Hons)) in Early Years Education. She is a member of three local early years networks and receives advice and guidance from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder has an in-depth understanding of each child's individual needs developed through the expert use of observations, assessment and planning. Children's needs are extremely well supported through close liaison with parents and other agencies, and through tailoring activities to challenge their understanding. As a result, children make excellent progress. The children's welfare is a priority and risks are minimised through ongoing risk assessments and checking of equipment. The childminder is fully committed to continuous improvement. She identifies areas for improvement well and uses her wealth of recent training to make improvements for the benefit of the children in her care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the excellent systems for supporting children's learning in the outdoors

The leadership and management of the early years provision

Highly effective monitoring systems are in place and improvements are well prioritised to have the most impact; for example, the outdoor play space has been developed to include covered areas and further play equipment so that children

are able to enjoy learning experiences both inside and out. This is an area the childminder has identified for further development. Both recommendations identified during the last inspection have been addressed. The childminder is committed to further professional development and, in addition to attendance at a wealth of training offered by the local authority. She has completed a Foundation Degree and is awaiting results from her BA(Hons) in Early Years Education. This training has fully informed her practice and resulted in positive improvements in practice. For example, research into attachment theory has meant that the needs of small babies are understood and met more effectively. All documentation is in place and very well organised.

The childminder offers an extremely flexible service to parents and families. She has a close working relationship with all parents, offering them support and guidance, and makes every effort to maintain continuity of care at times where it is most needed. Parents are fully informed of their child's learning and development and close liaison with other agencies or settings takes place where the need arises. Parents' views are valued and questionnaires are well used to make changes to the setting.

Children are extremely well safeguarded. The childminder has a thorough knowledge of the indicators of abuse and has attended training in safeguarding issues to keep her understanding current. Her procedure is backed up by a comprehensive written policy document, which is shared with parents. Safety measures are in place and daily checks make sure the play environments are safe and secure.

The quality and standards of the early years provision

Children are extremely happy in the bright and airy setting. The play space is organised to allow independent access to a wide range of developmentally appropriate toys and resources. There are areas for role play, quiet times, singing and independent writing, with additional toys in the lounge area of the children's choosing. Interactions from the childminder challenge and stimulate thinking, for example, questions about whether a lot of light things would be heavier than one heavy thing. Time is shared between the children and every opportunity is used as a learning opportunity. Younger children copy the older children and learn counting, shapes and sorting and they are encouraged to share the resources kindly. Children love to snuggle up on the sofa and share story books, looking at the pictures and predicting what might happen next. Babies' babbling is mimicked by the childminder, which teaches them that they are valued and to learn how conversations work. The children are fascinated by the natural world and show each other things they have found outside. They measure sticks, making comparisons between short and long, and take regular trips into the community to learn about society. Their physical development is well supported through trips to Tumbletots and being physically active in the outside area; for example, they are developing confidence in using slides, tunnels, steps and sit and ride toys. Children enjoy the creative activities on offer and thoroughly enjoy playing with the role play kitchen, making pretend ice-creams and sandwiches and talking about the play teapot being hot. They love to join in with impromptu songs, while waiting for

lunch or having their nappy changed.

Observations are carried out regularly and used to inform the kinds of activities with which the children need to engage to develop, based on clearly defined and well understood next steps for learning. The childminder makes good use of both the indoor and outdoor spaces in supporting all areas of learning through innovative and exciting activities, and children make excellent progress while in the childminder's care.

The childminder is vigilant about safety and helps the children learn to stay safe through talking to them about their actions. Older children learn about the needs of younger children through being reminded that small toys have to be kept out of their reach to make sure they do not put them in their mouths. Children learn good hygiene practices through daily activities. The childminder is an excellent role model, wearing an apron and gloves during nappy changes and talking to the children about why she sprays the mat between changes, or why they need to swap the fork after it has been on the floor. They benefit from a balanced diet of nutritious, home cooked meals and the childminder works closely with parents to ensure individual needs are met. Children's behaviour is extremely good. There is a calm and quiet atmosphere in which the childminder shows a genuine respect for them and all are valued for their individuality. Any requests are made respectfully, giving clear explanations, for example, when the music is playing too loudly the childminder kindly asks the child to turn it down so that nobody gets a headache, then they laugh together. Children learn about the diversity through everyday experiences, activities and toys. This provides children with an understanding of the diverse nature of society in their own communities and the wider 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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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