

Inspection report for early years provision

Unique reference number	308699
Inspection date	18/11/2008
Inspector	Judith, Mary Horsfall
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 was registered in 1998 and lives close to the centre of Nelson, Lancashire with her husband and three school age children. Children have access to a rear lounge/dining playroom, bathroom upstairs, rear yard, front lounge and the back bedroom. Activities outside the home feature daily and the childminder takes children to local childminding groups and toddler groups. The childminder holds a National Nursery Examination Board (NNEB) qualification and is a member of Children Come First quality assurance scheme.

The childminder operates between 07.30 and 18.00, all year round. She is registered to provide care for two children aged from birth to five years and currently has one child on roll in this age range. In addition, the childminder is registered on the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range.

Overall effectiveness of the early years provision

The needs of all children are effectively met through recognising the uniqueness of each child and respecting their views and abilities. The childminder supports every child and ensures that children have broad opportunities to learn about the wider world by providing a thorough range of activities and resources. Children make comprehensive progress in their learning and development because the childminder actively implements the Early Years Foundation Stage. Children's welfare is well promoted by a broad range of high quality policies and procedures which are efficiently used by a caring, professional childminder.

What steps need to be taken to improve provision further?

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

- continue to implement systems to evaluate activities to assess their impact on children's learning and development
- continue to develop systems for observing the children

The leadership and management of the early years provision

Detailed information is obtained about each child's background and needs to ensure their individual requirements are met. Children are beginning to understand the society they live in and are beginning to develop an understanding of the wider world. The childminder is aware of the importance of identifying a child's need for additional support as early as possible and is willing to take steps to ensure all children's needs are fully met. Information and records are shared with parents and, where appropriate, with external agencies to ensure that each child gets the support he or she needs.

Self-evaluation provides an accurate diagnosis of the strengths and weaknesses of the early years provision. Actions taken by the childminder are well-chosen and carefully planned and there are clear plans for further improvement. The childminder is highly committed to improving her practice and has undertaken considerable relevant training and is willing to undertake specific training such as sign language if required. Regular support visits linked to the quality assurance scheme ensures the childminder's practice is monitored and improved. Children benefit from a childminder who is focused on helping all children to make good progress in their learning and development and promoting their welfare.

Children are well served by a childminder who is highly organised and well qualified. Resources and time are well used both inside and outside the home to offer children an effective range of developmentally appropriate activities. Partnerships with parents are very well established and ensure each child's needs are met. There is a good two-way flow of information, knowledge and expertise between all partners involved with a child's learning, development and welfare. For example, daily diaries and development files are shared with parents and there is a large selection of information available for parents in the hall. The childminder uses text messages during the day to inform the parents of any particular achievements reached by the child and the childminder welcomes telephone calls to reassure parents especially during settling in periods.

The quality and standards of the early years provision

Children make good progress in their learning because the childminder has a clear understanding of the requirements of the Early Years Foundation Stage. Children enjoy their time with the childminder because she has a high level of awareness of their individual requirements and generally plans activities around their needs and interests. Children are relaxed and happy in the childminder's company as they move around the home with confidence, freely selecting resources from a wide range of stimulating, challenging resources including many which promote equality of opportunity. For example, the childminder has access to a loan system which includes artefacts to help the children to learn about, and celebrate, different cultural events and festivals. Children acquire knowledge and understanding of other people as they celebrate Christmas with members of the local Asian community at the playgroup and share in a variety of different foods.

A broad range of learning opportunities, both inside the home and at local settings such as the shops, the childminder group and the library, help to hold the children's attention and keep them actively engaged. Children, including babies, benefit from regular exercise and play in the outdoors as they partake in daily walks and trips to the park. At the childminder group, children extend their circle of friends and cultivate social skills as they learn to share and take turns.

Children are respected and valued as individuals by a childminder who encourages them to extend their vocabulary, repeating words and phrases that babies express as they begin to make words. The childminder is beginning to carry out some observations of the children to inform planning, but these systems are in their

infancy and are not fully embedded. Children are given plentiful opportunities to explore, experiment and persist in their play. For example, babies handle stacking toys and manipulate them in different ways, freely directing their own play, and are supported by the childminder who allows them time to try different ways of using the toys. Children are encouraged to seek solutions to problems themselves without the childminder jumping in too quickly and restricting their chances to play and be curious. Although the childminder takes the time to get feedback from children and parents about some activities, she does not have formal procedures to evaluate her work and identify areas for development.

Strong arrangements exist to ensure children's safety and health. For example, the childminder has a clear understanding of her role in child protection procedures and has prepared a detailed policy which is shared with parents. Effective links with parents help to involve them in their children's care and education, and they are kept very well informed of their progress. Comprehensive policies and procedures such as risk assessments, missing children and fire escape plans further protect children. Children are made to feel very welcome in a child friendly environment where they have their own coat peg with their photograph displayed, and their artwork is attractively displayed to enhance the children's sense of belonging.

Children are learning to keep themselves safe and well as the childminder discusses issues with them such as road safety and the importance of washing hands after using the toilet and before eating. Children are protected by a vigilant childminder who takes active steps such as daily safety checks, close supervision of the children and following appropriate procedures in cases of accidents and administration of medication. Children are well behaved and encouraged to respect their peers and the environment. They receive relevant praise for their efforts and achievements and the childminder acts as a positive role model, demonstrating acceptable behaviour.

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 made to Ofsted 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.