

Inspection report for early years provision

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Inspection date	15/09/2009
Inspector	Mary Wignall
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 was registered in 2002. She lives with her husband and two children both aged over the Early Years Foundation Stage age range. They live in the Leyland area of Lancashire. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed rear garden available for outside play. The childminder is registered to care for a maximum of five children at any one time; of these, not more than three may be in the early years age group. There are currently five children attending who are within the Early Years Foundation Stage (EYFS). The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder walks children to and collects them from school. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's knowledge of the children's individual needs and a safe environment help the children make steady progress in their learning and development. Well established exchanges of information keep parents informed of the provision and their children's experiences. The children enjoy their time playing actively and making choices in their play. A commitment to continued improvement results in many relevant training courses having been attended. Well targeted plans aim to bring about improvements in the use observations and in planning for individual children's learning and development needs.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain necessary information from the parents about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 13/10/2009
- implement an effective policy on administering medication and obtain prior written permission for each and every medicine from parents before any medication is given. (Safeguarding and promoting children's welfare) 13/10/2009

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

- use observations and assessments to identify learning priorities and match observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues. She shares an up to date policy with parents which is clear about her responsibility to protect children. She ensures all persons over 16 years of age are suitably vetted providing a safe environment for the children. Risk assessments helps keep children safe with good procedures to record risk assessment for outings ensuring children's safety both in and off the premises.

Self-evaluation processes involving parents identify most of the setting's strengths and weaknesses. Improvement targets for most self-identified weaknesses drive improvement. For instance, further training has been booked to increase her knowledge of observation and assessment systems and their use. With all training evaluated the childminder focuses on what she wants from her training to improve outcomes for children. Action taken following a previous recommendation has led to improvements in the implementation of emergency medication, although systems to administer medicines do not effectively obtain parents written permission for each and every medicine.

The childminder values partnership with parents and has positive relationships with them. Parents share information about their child's preferences and care needs. This information is used to help settle and plan for each child's care and development. The information does not include details of who has parental responsibility or legal contact with each child as required. The childminder uses questionnaires to seek parents' views. Detailed books exchange information about each child's experiences. More recently introduced systems to record the children's learning journeys informs parents of their children's learning and development. The childminder is aware of the benefits of partnership with other providers the children also attend. Initial contact with some of the other providers has led to plans to provide consistent learning experiences for the children. For instance, the childminder has information about the phonic system used in other settings the children go to which she explains she will use when appropriate for the children. Resources and planned activities help children recognise diverse society. In addition to bought resources the childminder has developed a book of pictures with a full range of positive images of diversity. The book shows a range of different cultures and gender roles that challenge stereotypical views of society.

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

The environment and resources are well planned enabling children to develop confidence moving around the premises, making choices in their play as they independently access toys and activities. Observations on children's learning are beginning to make links with the early learning goals and identify children's next steps of learning. As systems are not sufficiently linked to the planning of activities they do not consistently provide personalised learning for each child.

The children have good relationships with each other and the childminder. They generally behave well. They play independently in self-chosen activities. For example, they thread ribbons or look at books. At times minor disputes over resources occur. The childminder is aware of the children's unique personalities and their stages of development and intervenes to encourage them to play harmoniously. The children know what is expected of them and are supported in doing so by the childminder. For instance, in sharing, or saying 'sorry'. The children enjoy taking turns to pick items from a bag to prompt a song. They sing songs with rhymes and count with enthusiasm. The childminder makes use of everyday activities to encourage children's counting skills asking them how many cups or plates they need as they prepare for lunch. As the childminder talks to the children she encourages them to think. For instance, when children cannot remember the correct colour she prompts their memory suggesting incorrect answers. This helps them remember the correct colour much to their delight. Older children enjoy colouring and drawing pictures. The childminder asks them to mark their work, developing their understanding and use of writing.

The children feel secure at the childminders as they are included in daily activities such as, opening the post, getting ready for lunch and making healthy choices in their meal times. The childminder talks to the children explaining the daily routines and extending their understanding. For instance, in wiping the children's noses she is sensitive and explains why their nose is sore to reassure them as they get upset. The children respond well to the childminder's instructions and at times dispose of the tissue in the bin with confidence. Older children use the bathroom independently and are developing good hygiene routines as they gently reminded to wash and dry hands appropriately.

Planned activities, such as regular fire drills and road safety topics, develop children's understanding of safety. The childminder's records how the children anticipate her safety routines on daily walks. She records how younger children say 'no cars' as they approach the road and check for safety. The childminder makes good use of everyday resources. For instance, placemats used for threading attract the children's attention. The childminder explains she thought they were good for threading and asks them to notice things for threading encouraging their thinking of design and use of resources. Ribbons tied to plastic rings provide fun as the children move and dance with them watching them waft in the air. They develop their own games as they 'play fight' with squeals and giggles as they shake their ribbons to each other. The children learn about their own community in local walks and visits.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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