

Inspection report for early years provision

Unique reference number	308952
Inspection date	21/04/2009
Inspector	Denise Sixsmith
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 was registered in 2000. She lives with her husband and children aged 12 and 10 in Grimsargh, Near Preston, Lancashire. The whole ground floor of the childminder's house except for the front living room is used for childminding as well as a bathroom and three bedrooms on the first floor. The second floor is not used. There is a fully enclosed garden for outside play. The childminder has two pet dogs and a variety of smaller pet animals.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in this age group. She also provides care to children aged over five years to 10 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder attends local parent and toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a good awareness of the children's individual needs and promotes all aspects of the children's welfare and learning successfully. Partnership with parents is good and ensures that the needs of all the children are met which means that children make good progress in their learning and development. The house has been made safe and the majority of the required aspects of the risk assessments are in place. The childminder regularly attends training to improve her knowledge and understanding of the Early Years Foundation Stage (EYFS) and systems for the completion of a formal self evaluation are at an early stage of development. Overall an inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- develop the self assesment system to ensure that assessment is made against robust and challenging quality criteria
- develop the written risk assesements to ensure that each type of outing is included.

The leadership and management of the early years provision

The childminder demonstrates a positive commitment to improving the outcomes for children, successfully meeting recommendations from the previous inspection, and keeping up to date with new initiatives and training. A current first aid certificate has been maintained, through training, to ensure that the childminder feels confident to deal with minor accidents should the need arise. She has started to reflect on her practice to identify strengths and weaknesses, recognising that

this an area for development. Good steps are taken to help prevent the spread of infection, and written policies also contribute towards the safe and effective management of the provision. Records and documents are in order and stored securely, ensuring confidentiality is maintained. Children's individual routine care needs, such as rest, sleep and meal times are acknowledged and met well in conjunction with working in partnership with parents. Children benefit from good adult support. The childminder is experienced in child care, and shows plenty of enthusiasm to enhance her skills through regular attendance at training events, which has a positive outcome for children.

Appropriate systems are in place to safeguard children and the childminder ensures that all adults who come in contact with children are suitable. She has accessed safeguarding training and is secure in her knowledge of the procedures to follow for reporting concerns. Clear risk assessments are in place, however, the outings assessment lacks some aspects. The childminder organises the rooms and toys so that they are accessible to children, affording them good opportunities to make choices and develop their independence. Activities are planned around children's needs and interests, and through ongoing discussions with parents which positively contributes to children's care, learning and development.

The quality and standards of the early years provision

Children are happy in the homely environment that the childminder provides. They enjoy their play in a stimulating environment, which positively supports their learning and development. The childminder ensures that children's individual learning needs are met well with a balance of activities that cover all the six areas of learning. Daily planning of activities is flexible, based on the children's spontaneous interests, and a good balance of stimulating home play opportunities and visits to places of interest, such as the squirrel woods and swimming sessions. Ample opportunity is provided to enable the children to develop their social skills and understanding of the wider world.

Children make decisions about their play as they self select toys from the toy boxes and shelves in the play room, and are developing skills in self-care, such as independent hand washing. They responding very well to the childminder's praise and encouragement. Consequently, children understand what they have done well and what they have achieved, which boosts their confidence and self esteem. They willingly take turns, are kind to one other and follow simple instructions, such as tidying away the toys. Children learn about technology as they play with battery operated toys and make telephone calls on the programmable telephone. They enjoy squashing, rolling and cutting out shapes from the coloured play dough and learn to take turns with the cutters. Children learn counting and problem solving through daily routines as well as through playing with puzzles, jigsaws and planned baking activities.

Children are learning aspects of personal safety as they practise fire evacuations with the childminder, and talk about staying safe when on outings through being on their reins, not talking to strangers or cuddling unknown dogs when in the park. The childminder ensures that she is consistent in providing reminders about sitting

correctly at the table for meals, with meal times being a social occasion where good manners are encouraged, such as 'please' and 'thank you'. Children learn about healthy eating because meals and snacks are healthy and nutritious, and children learn to listen to their bodies as they independently help themselves to drinks when thirsty. A quiet sleep environment is available for younger children who are warmly welcomed from their sleep time by the older children. Children behave very well due to the childminders consistent, positive and calm approach to behaviour management.

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?	3
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

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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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