

Inspection report for early years provision

Unique reference number	309058
Inspection date	14/05/2009
Inspector	Margaret Baines
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 a childminding since 1999. She lives with her husband and child.

They live in a house in a residential area of Thornton-Cleveleys which is within walking distance of local amenities. Most of the ground floor is used for childminding. The family has a pet dog and two pet cats. There are currently five children on roll of whom four are in the early years age group. The childminder holds a level three childcare qualification. She is a member of the National Childminding Association and receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides children with a rich and stimulating variety of learning experiences within a safe and secure environment. She has a very good knowledge of each child's individual needs and starting points. Consequently the childminder is highly effective in ensuring children's individual needs are met to promote their ongoing learning and development. She ensures that inclusive practice is given a high priority in her home through her detailed planning and attention to detail. The childminder reflects on her practice by completing the self-evaluation form addressing the overall development of the care and education she provides. As a result, she provides a high quality provision.

What steps need to be taken to improve provision further?

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

- encourage links with parents to gain feedback about children's learning at home
- ensure the outdoors meet safety requirements.

The leadership and management of the early years provision

The childminder provides detailed policies and procedures that promote a safe and secure environment, so assuring children's safety and welfare when in her care. Consequently, the childminder has an efficient approach to the management of the children's individual care and needs. The childminder is very organised and knowledgeable in her approach to children's development. She holds an early years childcare qualification and is proactive in her willingness to seek further professional development. The childminder ensures children enjoy experiences in all areas of learning linking these to their interests. Routines are flexible to ensure they reflect the children's ongoing interests and ideas. For example, when children express an interest in growing things the childminder ensures they have plants to plant and care for, therefore developing their learning linked to their particular interests.

The sharing of information with parents and carers is encouraged. For example, each child has a daily diary which the childminder completes and parents take home. However, at present they do not actively write information about the children's learning at home to feed into the learning journey. The childminder has introduced delightful records of achievement for each child, which tracks their learning journey ensuring the six areas of learning are given equal attention. The next steps in their learning are systematically recorded, ensuring that children enjoy an excellent variety of experiences.

The childminder has completed the self-assessment document and links this to her capacity to maintain continuous improvement when evaluating the effectiveness of her provision, and the enjoyment that the children gain from her attention to detail.

The quality and standards of the early years provision

The excellent range, balance and variety of activities successfully promote children's learning in this home. The environment is organised in a most effective way providing children with an excellent variety of activities to promote their learning and development successfully. Children are encouraged to develop independence and make choices from the resources and activities readily available in both child led and adult led experiences.

Consequently, children develop the confidence to explore and learn in a safe, secure yet challenging environment. For example, the children enjoy creative activities, they enjoy exploring the garden and they also have opportunities to design a collage, create a picture, play with the natural resources in the small world area or design and build a construction using the wide range of resources. Children use the dining area, the play room and the lounge, which are arranged to meet the children's needs most effectively. The home corner area provides children with excellent opportunities to imitate what adults do as they attend to the dolls with great care.

There are very good opportunities for the children to be active learners through their contact with other children and people when they attend local groups. Consequently, they learn about aspects of the local community. Children enjoy the many opportunities to use their ideas, access to very good resources enables them to make connections and develop these effectively. For example, children dress the dolls, give them some lunch and take them for a stroll from room to room.

Children are provided with experiences and support which help them to develop a positive sense of themselves and of others. Consequently they develop respect for others, social skills and a positive disposition to learn. The childminder offers excellent support for children's emotional well-being to help them to know themselves and what they can do. Positive relationships develop between the childminder and the children, therefore children feel extremely happy and secure in this home. This is reflected in their behaviour which is managed in a caring sensitive way, ensuring children's concerns and needs are fully supported.

The childminder ensures children have access to an excellent range of visual images. For example, there are lovely posters and displays of children's work on the walls. Children enjoy the alphabet display and the very good range of books in the reading corner. Children have ongoing opportunities to develop their speaking and listening skills, which are seen as important. For example, the childminder talks purposefully to the children waiting for responses and confirming her approval. The children use a wide variety of resources for expressing their understanding, including mark making, creative, modelling, books, story telling and music. Children can fix and make things, which supports their problem solving skills well. Children enjoy resources that enable them to measure and weigh, for example they enjoy baking. Games are available that help children develop their problem solving skills and the childminder also uses everyday activities to promote this aspect of their learning.

The childminder provides a secure and safe environment for the children in her care. She uses a risk assessment to monitor safety and she has attended child protection training. All equipment, resources and toys are checked and maintained to ensure their ongoing quality and suitability. Healthy snacks and meals are provided as well as drinks which promote healthy choices for the children, for example, they enjoy wholemeal bread, fruit and home cooked nutritious meals. Daily access to outdoors and fresh air fully promote the children's health and well-being. Children have access to a range of equipment both large and small, which support and extend their physical skills very well. For example, the outdoor area has a selection of equipment which help develop children's large muscle movements. However the area at the time of the inspection housed the recycling box which could be hazardous to the children.

Children visit the local area and places of interest. They have access to positive information and resources that reflect the wider world. As a result of the childminder's very good organisation and commitment to promote children's learning and development, children flourish in her care.

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?	1
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?	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?	2
How well are children helped to stay safe?	2
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?	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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