

Inspection report for early years provision

Unique reference number	309065
Inspection date	13/05/2011
Inspector	Denise Sixsmith
Type of setting	Childminder

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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 2000. She lives with her partner and two children aged 11 and 15 years. The family live in a semi-detached property close to Rawtenstall town centre, Lancashire. The whole of the ground floor is used for childminding purposes and children have access to a playroom, lounge, dining room and downstairs bathroom. The family has a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding four children in this age group. She is registered by Ofsted on both parts of the Childcare Register and provides care for children over five years of age. The childminder walks to the local school to take and collect children and also attends the local playgroup weekly. She is a member of a local network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming environment where children blossom and their individual needs are met very well. The childminder is valued by parents and has developed strong links with them, ensuring children receive good continuity in their care. Children are very happy and feel safe and content in the childminder's care. They are making good progress in their learning and development. The childminder has a positive approach to self-evaluation and the ongoing improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- ensure that the fire control equipment, in this case the fire blanket, is in working order (Suitable premises, environment and equipment).
- 20/05/2011

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

- review hygiene practices, with regards to hand drying, to ensure that the possibility of cross-contamination is reduced
- improve organisation by developing systems to improve the flow of information of children's learning and development with other providers of the Early Years Foundation Stage
- update records to include information as to who has legal contact with the child and who has parental responsibility for the child.

The effectiveness of leadership and management of the early years provision

The childminder ensures that children are safeguarded effectively. She is aware of the action that should be taken if she has any concerns about the children in her care. Parents are made aware of the childminder's responsibilities to safeguard and promote children's welfare through her written policies. The children are supervised directly and suitability checks have been carried out on the adult members of the household. The childminder has a sound knowledge and understanding of the required policies and procedures, and these are used appropriately to promote children's welfare and safety. Children play safely indoors because the childminder has installed safety features, such as a fire guard and socket covers, however, the fire blanket is not sited appropriately to ensure that it can be used effectively in an emergency, which is a breach of requirements. Clear written risk assessments are in place for the premises and for outings. The majority of appropriate documentation is in place and maintained well to promote the well-being of children. However, information regarding parental responsibility and legal contact is not in place. The childminder has attended first aid training and has a first aid box to ensure that she can confidently deal with minor accidents.

Children are cared for in a well-organised, spacious, clean and homely environment. However, the use of a communal hand towel could pose a risk of cross-contamination. The whole of the ground floor is accessed by the children, enabling them to move freely and make their own choices from the good selection of toys and equipment. Bright learning posters and displays of the children's artwork in the playroom provide the children with a sense of belonging and inclusion. The childminder has completed the Ofsted self-evaluation document and has implemented the recommendations raised at the last inspection. This has improved the safety of children and provided them with resources which assist them in their learning about the wider world. The childminder understands and is committed to working closely with other providers to ensure consistency for children's care and learning when needed. Systems to support this are in the early stages of development.

The childminder has developed good trusting relationships with parents over the time that she has cared for their children. She ensures that children's individual needs are noted prior to them starting with her and that these are met on a daily basis. Parents are well informed of their children's day through discussion and a daily diary that includes welfare information and notes of how children have spent their time. Parents have taken the opportunity to complete questionnaires. They state that their children love going to their childminder and that they have 'come on in leaps and bounds' while they have been with her. Parents appreciate the 'wide range of activities that the children do, especially the social ones'.

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

The childminder's home is comfortable, welcoming and well maintained to provide a child-orientated, homely environment. Children have the opportunity to develop their independence when going to the toilet and washing their hands. All children make choices from the good selection of age-appropriate resources and activities, both indoors and outdoors. The childminder incorporates children's interests and ideas into the daily activities and all children are valued and encouraged to take part. Planned visits to groups and places of interest enhance the children's experiences of the wider world and provide opportunities for the development of their social skills.

Children enjoy their play and are making good progress in their learning and development within the Early Years Foundation Stage while they are in the care of the childminder. They play and move around confidently between the playroom, the kitchen and the living room, where they are kept warm, comfortable and safe. The activities provided are enjoyable, with ongoing observations and the identification of the next steps for the children being undertaken by the childminder. Language development and counting are incorporated into everyday activities to assist children to gain skills for the future. The childminder's good use of open-ended, developmentally appropriate questioning ensures that the children successfully complete the large floor number jigsaw and a picture jigsaw. Children thoroughly enjoy placing the marbles into different coloured paint and shaking them before putting them in a tray to roll about and create lovely patterns. Through good support from the childminder, they talk about the colours that are made as the pattern develops. For example, 'it was pink and blue and has gone to purple now'. Children are developing very good social and role play skills as they ask the inspector if she would like a drink. They explain that they have coffee and then pretend to make a cup and put milk in it so it is not too hot. Outdoor play enables the children to develop their physical development, for example, they manoeuvre the sit-and-ride toys and talk about going to the park to slide, swing, and play on the see-saw and the hedgehog. Through activities and use of appropriate images and resources, children learn to respect and value others. For example, they play with small world figures which represent difference, a set of crutches and jigsaws that show positive images of people in wheelchairs.

Children's behavior is managed very well through age-appropriate strategies. The childminder uses praise, which promotes children's confidence so they feel good about themselves and what they do. This positive reinforcement and the childminder's patient support encourage children to learn right from wrong and promote good sharing and turn taking. Children learn to stay safe when they are indoors because of the house safety rules which assist children in developing safe behavior for themselves and others. Safety equipment is used on outings and the childminder ensures that she talks to the children about road safety. Children practise a fire drill evacuation from the house to ensure that they can act appropriately in an emergency. They learn to lead healthy lifestyles because the childminder ensures that they have time exercising as they play outdoors in the fresh air. They enjoy a snack of kiwi fruit, banana and apple, with cottage pie for

lunch. The childminder ensures that the children have ready access to drinks to ensure that they remain hydrated and refreshed. Children spontaneously cuddle up to the childminder or hug her as they all lay on the floor and cushions to complete the jigsaw.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	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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