

Inspection report for early years provision

Unique reference number	309111
Inspection date	24/11/2011
Inspector	Susan Heap
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 2007. She lives with her husband and 14 year old daughter in the Newchurch area of Rossendale, close to shops, parks, schools and public transport links. The whole of the ground floor and the bathroom and main bedroom on the first floor are used for childminding. The garden is used for outdoor play. There is a step to the front and rear of the property. The family has two cats.

The childminder is registered to care for a maximum of six 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 one child in this age group. The childminder supports children with special educational needs and/or disabilities. The childminder is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. The childminder also cares for children aged between five and 11 years old.

The childminder has an early years qualification at NVQ level 3 and is a member of the Valley Childminding Network. The childminder regularly attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding of the children in her care. Consequently, children engage in a range of enjoyable activities and experiences. Most aspects of observation and assessment are good. Procedures and practices are in place which effectively contribute towards the safety and welfare of the children. Purposeful partnership with parents and other professionals ensure consistency and continuity of care for children and their individual learning needs are met. The childminder uses self-evaluation well to ensure continuous improvement and promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- develop a system to monitor children's overall progress towards the early learning goals
- develop the observation, assessment and planning systems to ensure that each child's next steps in their learning and development are identified and met.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of the signs and symptoms of abuse and child protection procedures which contribute towards safeguarding children's welfare. All adults over the age of 16, living on the premises, have completed the required vetting procedures. Children's safety is enhanced through well-written policies, procedures and risk assessments which are effectively put into practice. Children receive individual support and supervision from the childminder. As a result, children flourish in a safe and secure environment.

The recommendation from the last inspection has been completed and improved children's health and safety. The childminder demonstrates a high regard for children's well-being as she attends relevant courses and workshops to update her knowledge and skills. Systems for evaluating the childcare practice are established and parents and children are involved in this. By being a reflective practitioner, she successfully identifies key areas for development which will have the most significant impact on the outcomes for children.

Each day is organised to suit the individual needs of the children attending, with a good balance of indoor, outdoor, quiet and active play. Children enjoy ample space to play rest and eat in comfort. A range of toys, games and puzzles are easily accessible, fit for purpose and able to support children's learning and development. These include positive images in posters and books of all aspects of diversity. Effective relationships are fostered between the childminder, teachers in local schools and nurseries, other professionals and multi-agency teams. As a result, she has a good understanding of children's individual needs which enables her to help children achieve their full potential given their starting points and capabilities. Partnerships with parents are valued and promoted to ensure consistency of care and routine. They are provided with good information about the care and activities their children receive. Daily conversations and questionnaires are used effectively to forge positive working relationships. Parents and children are complimentary about the care and activities children receive. Comments include, 'she looks after my child really well' and 'we do loads of fun stuff'.

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

Good activities and experiences are fully implemented to enable children to be healthy. They enjoy healthy, balanced, nutritious meals and snacks on a daily basis. They adopt good personal hygiene routines, such as washing their hands after having their nappy changed. Babies and children are content and settled because their individual daily routines for eating, resting and sleeping are effectively followed. Young children develop good concentration and physical skills as they enjoy building with bricks.

Strong emotional relationships are forged between the childminder and the children which enable children to form secure attachments. As a result, they feel safe and confident. Close attention is paid to raising children's awareness of personal safety, such as gentle reminders as they move from room to room. Good verbal interaction with children provides them with the ability to learn lots of new skills. For example, they develop their awareness of shape as they complete jigsaws, build with bricks or name colours. Children play well independently becoming active, curious and inquisitive learners. They develop an understanding of technology and how things work through exploring a range of push-button toys and equipment. They show interest and perseverance as they return to a favourite interactive push button toy; carefully repeating the words or short phrases which help to develop their communication and language skills. Creative opportunities, using a range of media, such as, paints and collage materials, allow children to develop their artistic talents or develop their mark-making skills. They enjoy looking at books and actively join in favourite action songs and rhymes.

The childminder is knowledgeable about children's individual needs and interests and provides a range of different activities which cover all areas of learning. Through her observations of children's play, she identifies their next steps in learning. Assessments clearly demonstrate the specific progress that children are making and these are linked to the six areas of learning. However, sometimes the next steps in children's learning are not always planned for or followed through. Currently there is no system in place to monitor all children's overall progress. This means that any gap in some children's learning and development may not easily be identified.

Children behave well and respond very well to the childminder's clear direction and support. They show a good awareness of responsibility within the setting. For example, by helping to wash toys and equipment. The childminder is a positive role model and actively promotes good manners. By implementing effective and consistent behaviour management strategies she helps young children to learn right from wrong and respect the needs and feelings of others.

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	2
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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