

Inspection report for early years provision

Unique reference number	309124
Inspection date	28/01/2010
Inspector	Cynthia Walker
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2000. She lives with her three children aged 14, 11 and seven years, on the outskirts of Colne. The ground floor is used for childminding, which includes the kitchen, living room and dining room. Children access the bathroom the first floor of the premises. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years and is currently minding six children, of whom four are in the early years age group. The childminder holds a level 3 qualification in childcare and is a member of the National Childminding Association. She has regular contact with other childminders in the area and visits the local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder and make good progress in their learning. Overall the childminder provides interesting learning opportunities to meet the children's needs and is beginning to plan and observe children. The childminder is efficiently promoting children's welfare, which includes effective safeguarding procedures. Good links with parents enable the childminder to work in partnership to ensure the needs of all the children are met by valuing each child as a unique individual. The childminder has an appropriate understanding of the effectiveness of her provision and targets to secure future improvements are identified.

What steps need to be taken to improve provision further?

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

- further develop the methods of planning activities to ensure that these are based on future learning which has been identified through observations for individual children.

The effectiveness of leadership and management of the early years provision

The childminder is helping children make good progress in their learning and development and is effectively promoting their welfare. Documentation which is required for the safe and efficient management of her provision is well organised and promotes most aspects of children's needs. The childminder has completed relevant training and has a good understanding of child protection to enable her to effectively safeguard the children in her care. Comprehensive risk assessments

ensure effective action is taken to manage and eliminate identified risks within the home and on a variety of outings and are reviewed every month. The childminder is committed to her professional development and has attended a variety of short courses and completed a level 3 qualification in childcare.

The childminder is taking sufficient steps to evaluate her provision, which includes information from monitoring visits from the local authority and enables her to identify her strengths and weaknesses. The organisation of her home encourages purposeful play and exploration, and access to resources actively supports children's learning and development. Detailed discussions with parents and carers as children begin their care enable the childminder to establish a clear understanding of children's backgrounds and needs. Appropriate liaison with other providers delivering the education programme ensures children progress and receive continuity of care and learning.

The childminder has developed positive relationships with parents and carers, ensuring children's needs are met. Parents and carers are provided with good quality information about all aspects of the childminder's care, efficiently maintained in a professional file which includes a wide range of policies and procedures. The childminder effectively shares the children's achievements and progress with parents and carers through detailed and interesting daily diaries.

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

The childminder has a good knowledge of the learning and development requirements and is effectively promoting children's learning and social, physical and economic well-being.

Interesting children's files include regular, clear factual observations which are linked to the early learning goals and are supported by photographs of the children's involvement in activities. Observations are effectively analysed to identify the individual children's future learning. Planning reflects a balance of adult- and child-led activities; however, the links between the children's future learning and the activities provided are not reflected in the planning records. During discussion the childminder was able to demonstrate how she incorporates the children's next steps in learning within activities to ensure that these challenge and help children progress in their learning. For example, introducing a wider variety of more advanced construction materials to simplify the activity and help the children to achieve and progress. A well-equipped and welcoming environment reflects the children's backgrounds and wider community.

The childminder supports children's learning as she listens and positively interacts during activities, for example, reinforcing colour recognition and identifying the different toy animals. Children make independent choices and are active in instigating their own play. They enjoy exploring their senses as they use their fingers to create colourful pictures using a variety of colours. Children carefully spread the paint around the paper, making marks with their finger tips, and experiment as they mix the colours together. They explore and examine the toys and carefully arrange the toy animals into the train. Children work cooperatively

with the childminder to build towers and simple constructions, carefully placing the bricks next to each other, and then with great enjoyment knock them down.

Children are secure and confident within the home as a result of the good interaction from the childminder and well-organised routines. They behave well in response to the calm and consistent responses from the childminder. Children are developing positive relationships as they carefully hold each other's hands as they go on the school pick up and share kisses as they arrive home. The introduction of simple road safety while going to the park encourages children to develop an understanding of dangers and how to stay safe. Visits to toddler groups where they can access large equipment, and manoeuvring wheeled toys in the outdoor area, encourage children to be active and begin to understand the benefits of physical activity.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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