

Inspection report for early years provision

Unique reference number	316492
Inspection date	23/03/2011
Inspector	Mr Rasmik Parmar
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 1992 and she lives with her adult daughter in a house in Ramsbottom, Lancashire. The whole of the ground floor is available to children. There is an enclosed garden for outdoor play area. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age group, and of these, not more than one may be under one year. She is currently caring for five children in the early years age group and one child over five years. The childminder is registered by Ofsted on the Early Years Register and the voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from being cared for by an experienced and dedicated childminder. The childminder plans and provides good opportunities for children to learn and develop. Excellent knowledge of safeguarding procedures ensure children are safe and protected. All children are welcomed and supported by the childminder who provides an excellent healthy lifestyle. The childminder demonstrates a good capacity to maintain ongoing continuous improvement by reflecting on her practice and being proactive in extending her knowledge and skills.

What steps need to be taken to improve provision further?

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

- develop further risk assessments to clearly state when it was carried out and date of review.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding procedures and is fully aware of the action she needs to take to ensure children are protected. High priority is given to all children in order to keep them safe and to promote their welfare. She maintains her knowledge by attending courses on safeguarding and is very proactive in contacting government departments to obtain good literature on safeguarding. She uses books very skilfully and sensitively to promote all aspects of safeguarding such as encouraging children to talk about their feelings of anger,

sadness, jealousy, worry or if they are being bullied. She ensures the suitability of all adults having unsupervised contact is maintained and that anyone who has not been vetted or is not known is never left alone with children. The childminder completes a thorough check of the premises weekly and carries out a daily visual check. However, the completed risk assessment documents do not show when and by whom they have been checked and reviewed.

The childminder creates a homely and relaxing environment as she is well organised and makes good use of the available space in her home. She has a good range of resources which are well organised in her conservatory playroom to enable children to initiate their own play. Children are provided with good experiences and support which help them to develop a positive sense of themselves and others. They are helped to embrace diversity by exploring the local environment, using resources that reflect positive images of culture, gender and disability and learning about different cultural festivals and celebrations.

The childminder recognises the importance of working with other providers of the Early Years Foundation Stage to ensure children are supported effectively. She shares information about the child's progress with staff in a local school nursery for one child to ensure continuity and coherence in learning and development.

Children benefit from good partnerships with parents as the childminder gathers detailed information about their child's learning and development, which are used to help her provide an individualised programme of learning. Daily discussions help to keep parents well informed about their child's day, care routines and achievements. Parents are provided with a selection of policies which explains how the provision operates.

The childminder is committed to improving her practice and shares her practice with other childminders in order to further improve and enhance her practice. She has maintained her knowledge of early years by attending numerous training courses. She has an effective system for self-evaluation of her provision and has completed the Ofsted self-evaluation form to help her identify her key strengths and areas for improvement. Also, she provides parents with questionnaires so that their views are taken into consideration to help her improve her service. Hence, outcomes for children are very positive.

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

The childminder has a sound working knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development through play. As a result, children make good progress towards the early learning goals, given their capability and starting points. Children have access to a good

range of first hand learning opportunities as the childminder takes positive steps to find out what interests individual children. She observes and assesses children and the information gathered helps her to monitor children's progress as their next steps in learning are identified.

Children enjoy looking at books, listening to stories and have a repertoire of songs that they sing. The childminder ensures that children develop effective skills from a young age to enhance their future economic well-being. For example, she encourages them to talk about size, shape and colour and to practise counting throughout their spontaneous play and by using daily routines. Children have excellent opportunities at being healthy as the childminder takes children to her small holding where they come into contact with goats, a donkey rabbits and hundreds of chicken. Children learn about being in the fresh air and have observed the growth of potatoes, cabbage, cauliflower, rhubarb and tomatoes.

Children have warm and caring relationships with the childminder. She raises the children's self-esteem by frequently providing positive support, praise and encouragement for their efforts and achievements. Children are well behaved and any challenging behaviour is dealt with swiftly in a calm, firm but fair manner. The childminder encourages children to play cooperatively and helps children to build relationships and develop their social skills by being a good role model. They develop an understanding of the wider world through a range of resources that are representative of diversity. The childminder is sensitive to the needs of all children and adapts play to ensure that her practice is fully inclusive. Children's individual needs are discussed with parents in detail. Any special requirements are recognised and met sensitively.

Children develop a good understanding of how to stay safe through discussions about road and fire safety. They are reminded of the rules that keep them safe, for example, tidying up when they have finished playing to prevent a tripping hazard. The childminder helps children to follow good personal hygiene routines, encouraging them to wash their hands independently, using their own towel. Meals are freshly prepared, varied and nutritionally well balanced. For example, the childminder has made soup from the freshly grown tomatoes. The childminder is fully aware of their specific dietary requirements and ensures that food is appropriately stored. Children are provided with fresh fruit in-between meals and additional drinks to ensure that they remain hydrated throughout the day.

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	1
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
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----