

Inspection report for early years provision

Unique reference number	400991
Inspection date	31/10/2011
Inspector	Cathryn Parry
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 was registered in 1992. She lives with her husband and adult daughter in the residential area of Ingleton in Lancashire. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The childminder cares for children on weekdays from 7.30am to 6pm for 51 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She also offers care to children aged over eight years to 17 years. When working with an assistant the childminder is registered to care for a maximum of six children under eight years at any one time, all of whom may be in the early years age group. There are currently 18 children on roll of whom five are under eight years. Of these, four are in the early years age group.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends two toddler groups on a regular basis. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A friendly and welcoming environment puts parents, carers and children at ease. All children are included in the wide variety of experiences provided fostering a sense of achievement and enjoyment. Systems for involving parents and carers in the observation process are being developed. Children have opportunities to make progress in their learning and development as they benefit from a range of interesting and challenging activities. Most of the required records are in place. The childminder links with other childminders as part of the process to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- maintain effective systems for recording each risk assessment undertaken, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 14/11/2011

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

- develop further systems to involve parents and carers as part of the ongoing

observation and assessment process.

The effectiveness of leadership and management of the early years provision

Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are effectively reduced. The childminder has a clear understanding of safeguarding issues and procedures and is confident to act accordingly. This ensures children are well protected. The childminder carries out comprehensive risk assessments within her home and for any outings undertaken. Consequently, the environment is always safe, clean and fit for use. However, she does not keep a record of all of these, which is a breach of the requirements. Children benefit from the knowledge gained by the childminder attending various training courses. They are able to explore safely using easily accessible resources. These are suitable for the ages and stages of development of the children attending.

Equality and diversity is effectively promoted throughout all aspects of the setting. Parents and carers are involved in decision making on key matters affecting their children. This includes well-established procedures, such as the sharing of a written daily diary and children's learning journeys. Individual children's needs are effectively met, as the childminder demonstrates a very good understanding of the benefits of working with other professionals. There are currently no children attending who access care and education in more than one setting. However, the childminder is very aware of the importance of developing links with other practitioners to ensure continuity and cohesion.

The childminder is committed to further improvements to benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. She clearly evaluates her practice with input from parents, carers and children. Consequently, she is able to ensure the needs of those currently attending are effectively met. The recommendation raised at the previous inspection has been positively addressed. This has a favourable impact on monitoring children's progress.

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

The childminder has a secure understanding of the Early Years Foundation Stage framework and implements it well. She has high expectations for children's progress and uses information well to plan activities that reflect children's interests and learning preferences. Children have individual files, which include observations and photographs linked to the areas of learning. However, systems for involving parents and carers in the ongoing observation and assessment process are not fully developed. This impacts on the childminder being able to monitor all of the achievements children make.

Children develop a sensitive awareness of diversity and an understanding of the

needs of others. This is achieved through a range of activities and resources, which promote a positive outlook of the wider world. Effective strategies give children clear and consistent guidelines, which encourages a good understanding of what is and isn't acceptable. They are gaining a good understanding of the natural world, for instance when they plant and nurture bulbs and feed the ducks. Children become familiar with letters and simple words through regular access to books and visits to the local library. They use counting and numbers well in everyday play situations, which effectively promotes their problem solving reasoning and numeracy skills. Children express their creativity through various mediums, such as, manipulating malleable material, playing musical instruments and creating collage pictures with leaves.

Children are developing a good awareness of their own personal hygiene as they follow daily routines and are encouraged by the childminder to be independent. Regular use of the garden and walks to the park provide opportunities for healthy exercise to encourage their physical development. The childminder's good relationship with parents and carers and effective procedures, ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection. Children are developing a good understanding of how to keep themselves safe as they learn to hold hands when crossing the road and use a range of tools and resources safely. They have a growing knowledge of healthy food options, through positive discussion. Children play and work well alongside their peers, successfully understanding the need to cooperate and resolve situations by themselves. Consequently, they are effectively developing their skills for the future.

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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