

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Judith Kerr
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 2001. She lives with her husband, two adult children and daughter aged 11 years in the village of Churchtown, near Garstang, Preston. The whole of the ground floor of the childminder's house is used for childminding purposes. There is an enclosed rear garden for outside play. The family has two canaries as pets.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for three children in the early years age range. The childminder is also registered by Ofsted on the compulsory and 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 are happy and settled in the care of the childminder; she knows them well and ensures that inclusion is well promoted. The childminder successfully promotes children's learning and development through a wide range of age-appropriate, stimulating play experiences which incorporate children's choices. Safety is given a high priority at all times within this enabling environment. Effective liaison with parents ensures they are well-informed and each child's individual needs are met. The childminder demonstrates a positive attitude and commitment to continuous improvement and takes appropriate steps to identify and improve the quality of the service she offers.

What steps need to be taken to improve provision further?

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

- extend the systems for self-evaluation to involve parents in identifying strengths and priorities for development which will continuously improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in promoting the welfare of the children in her care to ensure they are safeguarded from harm. She has a secure awareness of the signs and symptoms of abuse and knows the correct steps to take if she has concerns about a child in her care. She carries out regular and well documented risk assessments of her home, garden and the outings undertaken. This helps to ensure any hazards are minimised to support the ongoing safety of the children. All adults in the household have been checked to

ensure they are suitable to be in close proximity to children.

The recommendations raised at the last inspection have been successfully met to improve outcomes for children. The childminder demonstrates a strong commitment to enhancing both her professional development and her provision. For example, she attends regular ongoing training, such as, safeguarding, speech and language and positive behaviour. In addition, she makes good use of self-evaluation which enables her to accurately identify strengths and most areas in the provision which would benefit from further improvement. However, parents are not invited to contribute towards the monitoring of the provision.

A broad range of policies and procedures which reflect the requirements of the Early Years Foundation Stage are designed to promote children's safety and well-being. These are shared with parents to ensure they are well-informed about the provision. Effective systems are in place to ensure ongoing exchanges of information, which include regular reviews of care routines and developmental progress. Parents' written comments demonstrate high levels of satisfaction with the childminder and the way in which their children are welcomed into the home and family. Contact details of the regulator are provided should they be unhappy with any aspect of the care their child receives. The childminder establishes close links with other settings children attend to support continuity in their care, learning and development.

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

Children make good progress in their learning and development due to the childminder's broad knowledge of the Early Years Foundation Stage. She makes observations across the six areas of learning, which enables her to accurately predict the next stages of their progress. Comprehensive individual records of the children's development accurately reflect their development and achievements. Assessments are matched to the expectations of the early learning goals to ensure children are sufficiently challenged across all areas.

The children are comfortable, relaxed and happy in the childminder's welcoming family home; they respond positively to her reassuring and friendly approach. Children show enthusiasm as they explore and participate in a range of purposeful play activities which are supportive of their individual needs and desires. Their independence is fully encouraged as they can freely access the fine range of good quality resources within a well organised home. Positive support, praise and encouragement for their efforts helps children feel good about themselves. Children learn about diversity within society through resources, discussions and activities that interest them. For example, different races, genders and abilities are positively reflected in posters, dolls, books and play figures. Celebrations for Saint George's Day and Chinese New Year help children discover diverse customs, writing styles and foods.

Children benefit from opportunities to develop their skills in problem solving, communication and exploration. The childminder helps them to recognise

numbers, shapes and colours in their daily play as they count the strawberries on the wallpaper and match the days of the week on the chart. Children's interest in books is encouraged from an early age as they select books appropriate for their age and stage of development and make regular visits to the library. They enjoy using a range of resources which inspire their creativity. For example, children eagerly anticipate weekly musical activities, decorate plant pots with funky foam and bake cakes which they decorate to their own specifications.

Children's awareness of adopting a healthy lifestyle is superbly supported by the childminder. Outdoor play in the garden, walking in the woods and opportunities to paddle in the stream consolidate and extend physical skills and knowledge of their community. The childminder's contribution to meeting children's specific dietary needs is superb. She undertakes extensive research and provides alternative baking ingredients. Drinking water is accessible to enable children to quench their thirst throughout the day. Children are robustly encouraged to develop their understanding of personal safety. They learn about dangers of roads and understand why they need to wear wristbands with the childminder's contact details when on outings. A clear evacuation procedure is in place which is practiced at regular intervals; this raises children's awareness of the procedures to follow in the event of an emergency.

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	1
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

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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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