

Inspection report for early years provision

Unique reference number	EY247961
Inspection date	28/09/2009
Inspector	Susan Janet Lee
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 2003. She lives with her four children in a detached property in Leyland, Lancashire.

The lounge, dining room, playroom, kitchen and bathroom on the ground floor are used for childminding purposes. There is a rear garden available for outdoor play. Access is gained to the property at the front of the house on the ground floor level. The family have a cat and fish as pets.

The childminder is registered to provide care for a maximum of five children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll. The childminder is able to take and collect children from the local primary school and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and inclusive environment for the children and their families. She knows the children well and meets their needs effectively. The children make good progress in their learning and development. The childminder shares good working relationships with parents and effective arrangements are in place to keep them informed about their children's daily activities. Effective systems are in place in relation to self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure the accident record does not refer to other children by name.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of child protection matters and procedures ensuring children's welfare is effectively safeguarded. All required documentation is in place. However, the accident record refers to other children by name on a few occasions and this may compromise confidentiality. The childminder organises space, time and resources well to meet children's needs. Resources are of good quality, fit for purpose and used effectively to support children's play and learning. The childminder has regard for children's well-being. She attends training to further develop her childcare practices and she puts this training to effective use.

The childminder demonstrates a good capability to maintain continuous

improvement. She reflects on her practices and has a good understanding of her strengths and areas for further development. Parents are involved in the evaluation process through regular discussion and feedback. The recommendation from the last inspection has been successfully met. The childminder now practises the emergency evacuation procedure with the children on a regular basis; helping them to develop an awareness of what to do in the event of an emergency, such as a fire. Since the last inspection, the childminder has taken lots of steps to bring about further improvement to the setting and outcomes for children. For example, she has decorated and refurbished the playroom. She has purchased new equipment and resources to further enhance children's play experiences and she has introduced risk assessments to help eliminate risks to the children.

The childminder places emphasis on valuing children and their families and she ensures that the environment is warm, welcoming and accepting of everyone. She has past experience of working closely with parents and other professionals to meet children's additional needs. Parents are provided with a wealth of information about the setting. The childminder has developed a portfolio which includes a range of written policies and procedures. These are shown and discussed with parents at the initial meeting; helping to forge good working relationships and a shared understanding from an early stage. Written testimonials from parents show they are happy with the service provided, levels of care and activities afforded. Parents comment that the childminder is reliable, trustworthy, and caring. Their children enjoy themed days and trips out. They feel that the childminder is professional and flexible to meet the needs of working parents. The childminder has established links with other early years settings delivering the Early Years Foundation Stage framework to help provide continuity of care and learning for minded children.

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

The environment in which children are cared for is homely and welcoming. The children are able to freely select toys and this helps them to make decisions and develop their self-help skills and independence. The children have access to a wide range of resources and activities and they are happily engaged and occupied. The children also benefit from activities outside the home as the childminder utilises local amenities. She makes effective use of the local community to extend children's experiences and to help them develop their understanding of the world in which they live. The children recently enjoyed a French week and they ate French food, looked at photographs and learnt some French words.

The childminder has a good understanding of the Early Years Foundation Stage and her confidence continues to grow with regard to planning and assessment. The childminder observes the children at play and uses this information to chart children's progress and to plan their next steps in learning. The children also have books which include written notes and photographs to illustrate their enjoyment and achievement. The childminder spends time playing and talking to the children. She sits at the same level as the children as they play and she is spontaneous their interests. The childminder shares warm relationships with the children, who are

content and secure in her care. This positive sense of well-being gives the children a secure foundation on which to play, explore and develop. The children develop a good sense of belonging. They clearly enjoy their time with the childminder and they thrive on her interaction and attention.

The childminder nurtures the youngest children's attempts to communicate. The younger children have a strong exploratory impulse and explore the environment with interest. They focus their exploration through particular processes, such as filling and emptying. The children find out what toys can do by exploration and handling and show interest in toys with buttons and flaps and learn how to operate them.

Older children develop good language skills and use language well to convey their needs, ask questions and explain what they are doing. The childminder talks to the children about animals and the sounds they make. The children listen and are able to make the correct animal sounds of a cow, a dog, a monkey and a donkey. The youngest children copy the older children. The childminder supports the children's developing awareness of mathematical concepts, such as number, shape and colour. The children use number in their play and recognise colours and describe objects as big and little. Older children begin to use problem solving skills to help them calculate. For example, a child counts three children sat at the table and knows they will need three plates.

Older children are able to recall past experiences. They talk about having a tea party in the garden in a purple tent. It is raining outside today, so the children ask if they can have a tea party indoors. They set up two tents, big cushions and blankets. The children have fun visiting each other in the two tents. They play imaginatively and add a story line to their play. The children then extend their play into the kitchen. They sit at the table and pour water from a teapot into the cups. The children develop their hand eye co-ordination and their fine manipulative skills as they complete puzzles. They enjoy being creative as they play with play dough. The younger children use their fingers and hands to explore the texture of the dough. The older children use cutters and moulds to shape and manipulate the play dough.

The children have lots of opportunities to enjoy physical exercise outdoors in the fresh air. They play in the garden, visit the park and a farm; they enjoy playing in a soft play centre and go to the seaside. Photographical documentation shows the children walking in the park and swinging, sliding, climbing and spinning on the play equipment. They have fun feeding baby goats and horses, picking flowers and walking along a canal. All such activities contribute to the children's good health and physical development.

The childminder implements strategies to promote children's social, physical and economic well-being. The premises are well maintained and the childminder exercises good hygiene practices to minimise the risk of cross infection. The children develop an awareness of healthy eating because the childminder provides a menu that is well balanced and nutritious. The children enjoy baking activities and they make mashed potatoes and vegetable kebabs. The childminder has a good understanding of safety and all reasonable steps have been taken to ensure

the environment in which children are cared for is safe and secure. The childminder is consistent in her approach to managing children's behaviour. She uses strategies that take into account the children's age and stage of development and she is a lovely role model. As a result, the children develop an understanding of what is acceptable from an early age and they are polite and behave well.

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	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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