

Inspection report for early years provision

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Inspection date	30/03/2011
Inspector	Lindsay Dobson
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and family in Walton-le-Dale on the outskirts of Preston in Lancashire. The ground floor of the home is used for childminding purposes and includes a through lounge and dining room, a study with downstairs bathroom facilities and a conservatory. There is access to an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years. There are currently two children on roll, of whom both are in the early years age range.

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 provided with very good levels of care and make positive progress in their learning and development. The childminder offers a fully inclusive, warm and welcoming service, supporting all children's active participation in activities which meet their individual interests and developmental needs. The childminder works well in partnership with parents to ensure that children's unique needs are met and she is aware of the need to implement effective links with other providers of the Early Years Foundation Stage when this is required. She is in the early stages of developing her systems to evaluate her practice; however, she is committed to continually improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to make effective use of observations on children by recording identified next steps in their individual learning, share this information with parents and provide opportunities for them to add their comments
- develop a system to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

Children are well protected because the childminder has a good understanding of her role and responsibilities with regards to safeguarding children from abuse and neglect. She has attended training and is confident to put procedures into practice if necessary. The childminder takes effective steps to maintain a very safe environment for children. Daily registers are maintained, which assist her to safely

account for the children in her care. In addition, thorough risk assessments for the home, garden and outings are in place to identify and minimise potential hazards to children. The childminder makes good use of safety equipment such as a fire guard and safety gates to ensure the premises remain secure and children are protected. Children know what is expected of them and demonstrate a good understanding of staying safe. This is evident when they help to tidy up some of the toys and practise the emergency evacuation procedure. Good quality interaction and well-organised routines help children to feel secure and settled within the setting.

Children benefit from the close working relationship between the childminder and their parents. They are provided with good quality information about the provision which enables the childminder to promote continuity of care. Daily information is shared through discussion and parents have opportunities to see their children at play through the many photographs the childminder takes of children involved in a wide variety of activities. The childminder is not currently caring for children who attend another Early Years Foundation Stage setting. She is aware of the need to share information to ensure consistency of care and learning for the children and has established systems in place to enable her complement learning intentions to ensure continuity.

The childminder demonstrates a genuine enjoyment of her work and actively engages with the children. She has attended self-evaluation training although has not effectively started to reflect on her practice. Therefore, systems are not fully developed to ensure the childminder is identifying her strengths and areas for development. The childminder shows a commitment to her professional development and attends training to improve the outcomes for children in her care. She also views parents' thoughts and suggestions as important and they are obtained through discussions and some written references. Parents voice their appreciation through the positive comments they write, such as 'the childminder values parent's opinions and she is competent and good at her job'. The childminder has a good knowledge and understanding of equality and diversity. This has a positive impact on her childminding with children's individual needs understood and equality promoted at every opportunity. The childminder has a wide range of exciting, age appropriate resources to engage the children and promote their understanding of their local community and the wider world. For example, children enjoy learning about other countries; they take part in Italian day, making pizza and finding out about the country and the culture. The childminder deploys herself well to support children's play.

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

The children are very happy and settled in the childminder's care. This is due to the very warm and welcoming environment she provides for them. Extensive resources are freely accessible to children, they are age appropriate and offer the children stimulation, fun and challenge as they play. The childminder is proactive in ensuring the children are progressing in their development. She knows the children very well and understands their current stage of learning, which she discusses

throughout the inspection. However, the childminder currently has no evidence of observations and assessments on the children as she does not keep an individual record of these. She uses extensive photographic evidence to support her knowledge of the children's development which is made available to the parents. However, this system does not enable her to show their next steps in learning or provide parents with opportunities to contribute to their children's learning records.

The children are involved in a good range of activities, with a wide variety of resources freely available to them. Their personal, social and emotional development is positively promoted as the childminder focuses on providing opportunities for them to become independent. She encourages them take of their own coats, see to their own toileting needs and make choices about their play. The children thoroughly enjoy role play, for example, they set up shops and dress up in costumes such as the police officer and nurse. During these activities the childminder skilfully introduces children to problem solving and numeracy. She does this by helping them to count the money in the till and recognise pairs and objects of the same and different sizes. Also on the walks to school children count the cars they see and name the colours as they go by. The childminder promotes children's creativity through the many opportunities for them to draw, join in with sticking and collage pictures, make mosaic patterns, decorate cups and use the play dough. Children enjoy setting up the puppet theatre and looking at the animal finger puppets, they run to fetch the large soft toy animals and match up the lions, rabbits and frogs. Physical play is positively promoted on a daily basis by the childminder who has a well resourced safe and enclosed garden. She uses this very well for the children to develop their climbing and balancing skills on the larger equipment, but also for them to engage in planting and growing fruits and vegetables. Children are involved in the whole process with the childminder, for example, planting the seeds, watching them grow, harvesting, cooking and tasting their produce.

Children actively learn the importance of personal hygiene through the daily routines they engage in at the childminder's. Children are protected from cross infection and contamination through well thought out hygiene procedures. The childminder consolidates children's understanding of healthy practices and keeping safe through the songs and rhymes they sing together when washing their hands or crossing the road. Children have healthy options for their meals and snacks which are home-cooked and provided by the childminder in partnership with the parents ensuring individual dietary requirements are met. The childminder teaches the children the difference between right and wrong and the importance of sharing all the toys. This is all done at an age-appropriate level so all children are able to understand. The childminder offers continual positive praise to the children for their efforts and achievements which she recognises and celebrates. Consequently they are well behaved. The childminder works hard to ensure that children have a fun and stimulating time in a safe and happy environment.

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	1
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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