

Inspection report for early years provision

Unique reference number	EY271998
Inspection date	19/04/2010
Inspector	Shaheen Matloob
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 rates 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

© Crown copyright 2009

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 has been registered since 2003. She lives with her husband and two children in the Rossendale valley area of Lancashire. The home is a one level bungalow with all areas used for childminding, with the exception of the extension. There is a fully enclosed garden available for outdoor play. The family has a dog and two guinea pigs. Local amenities, such as parks, shops and a library, are all close by.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding three children in this age group. The childminder is registered 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 toddler and childminder support groups on a regular basis. She is a member of an approved childminding network and the National Childminding Association. The childminder holds a Business and Technology Education Council (BTEC) National Diploma in Nursery Nursing.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's enthusiasm and clear commitment to continuous improvement, and the effective use and management of available resources, mean that children's needs are met very well and good quality outcomes are achieved. A dedicated and exciting playroom ensures that children have a wide variety of stimulating and challenging play experiences. The childminder has established relationships with parents, engaging in regular discussion to share knowledge and expertise about children's interests and development, to promote continuity of care. Self-evaluation and regular quality checks provide the childminder with mainly an accurate appraisal of her effectiveness and what needs to be done in order to further improve her practice and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment to clearly state when it was carried out, by whom and date of review and any action taken following a review or incident, and keep a written record of complaints and their outcome (Documentation).

23/04/2010

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

- improve self-evaluation systems to clearly identify the areas for development and how this will improve outcomes for children and the overall provision.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues and takes necessary steps to safeguard children and promote their welfare. She has completed relevant safeguarding training and also uses the Common Assessment Framework to meet children's individual needs. Good records and procedures ensure that any concerns about a child's welfare are promptly recorded and reported to the relevant child agencies. Effective steps are taken to ensure that children are closely supervised and children are not left unattended with unvetted persons. The maintenance of records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage ensures that the needs of all children are mainly met. However, documentation regarding records of risk assessments and complaints does not meet welfare requirements.

The childminder has good systems in place to track and monitor the progress and development of different children attending her setting. She clearly identifies where further improvements can be made to improve children's development. Equality of opportunity is actively promoted and children develop positive attitudes towards diversity. They learn about differences through a wide range of resources, including dual language and sign language books. The childminder also makes the best use of popular children's television programmes to help children learn about other languages, such as Spanish. Effective steps are taken by the childminder to evaluate her provision for children's welfare, learning and development, and she meaningfully involves children and parents in the self-evaluation process. She uses periodic questionnaires for parents and regularly seeks children's comments about the provision, taking action to address any issues where necessary. The quality of the self-evaluation gives the childminder generally a good understanding of her strengths and weaknesses, although it does not consistently highlight how outcomes for children are improved. The childminder is part of the local childminding network and undergoes regular quality assurance monitoring and checks to sustain her good quality practice.

There are effective partnership arrangements with others that promote learning and well-being for the children. Children are effectively prepared for transition from the childminder's setting to school, in partnership with parents. The childminder has highly positive and established relationships with parents, whose comments are valued and who are heavily involved in decisions affecting the provision and in their children's learning. Parents are provided with high quality, comprehensive and accessible information about all aspects of the childminder's setting. The childminder and parents value the extremely successful settling-in process and the ongoing two-way sharing of observations and assessment records of children's play, interests and learning. Parents comment that their 'first week at work was so much easier' as a result. Records of children's progress and achievements are of a

high standard and systematically shared with parents, who contribute to them and support their children's learning. This excellent relationship with parents means that the childminder's service is highly valued by parents, who comment that 'the care and dedication of the childminder constantly exceeds my expectations'.

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

All children demonstrate a strong sense of confidence and are extremely at ease within the childminder's home. They confidently explain how they enjoy coming to the childminder's because 'she does let me have a little sleep'. Children's understanding of issues relating to safety is exceptional and they apply this to keep themselves and other safe. For example, children talk about how they must keep babies safe by picking up toys 'so that they don't choke and that toys don't get broken'. The good health and well-being of children are promoted exceptionally well, including through steps taken to prevent the spread of infection and appropriate action taken when children are ill. Children have an extremely detailed understanding of healthy lifestyles and good hygiene practices through established daily routines. All children have individual towels with their names and explain how washing their hands with soap is important because it 'stops you getting a stomach bug'. Outdoor shoes are removed to promote hygiene further and children know that that it stops 'dirty footprints coming in the house'.

The childminder has a secure understanding of the Early Years Foundation Stage and ensures that this knowledge is used effectively to help children make good progress in most areas of learning and excellent progress in others. Records of children's progress and achievements are of a high standard and used well to inform planning for the next steps in children's learning. Plans for activities also incorporate special events and festivals, such as Chinese New Year, when children learnt to write in Chinese. Children are excellent communicators and have frequent opportunities to maximise their skills. They are encouraged to ask questions also talk freely and expressively about their home life. The needs of babies are met effectively through high quality care routines and interaction, which means that they gain an excellent sense of security and well-being. Children use number language spontaneously in play. For example, they talk about how old they are and use their fingers to count the number of best friends they have. They confidently count 19 heart stamps and then add one more and say 'that's 20'.

Children make healthy choices about what they eat and drink and are frequently involved in preparing their own meals, such as celery soup, and choosing fillings and making sandwiches. All meals are healthy and freshly prepared, promoting children's healthy growth and development. Parents comment that their children's eating habits have 'improved and are far more healthier as a result of the childminder's good ideas and persistence'. Children have an excellent understanding of healthy eating and talk about how 'sausages and fruit make you healthy'. Children have excellent opportunities to engage in a wide range of energetic and physical activities. They develop physical skills through outings and making very good use of the outdoor play area, using the wide range of available equipment. Children are extremely knowledgeable about healthy living and

understand the importance of exercise. They also recognise the changes that happen to their bodies when they are active. For example, they explain that 'exercise makes you big and strong' and 'makes your heart bump faster'.

The childminder has clear and realistic boundaries in place according to children's ages and understanding. Excellent strategies are used to manage a range of children's behaviour. For example, distraction techniques, sensitive explanations and planned games all contribute to helping children to join in, take turns and cooperate with one another. As a result, children are exceptionally well behaved, are polite and know that they have to be nice to each other to get a sticker to reward their good behaviour, which promotes children's self-worth and confidence.

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	1

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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
--	-----