

Inspection report for early years provision

Unique reference number	EY281981
Inspection date	28/03/2011
Inspector	Wendy Fitton
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 2004 and lives with her partner and daughter aged eight years. The premises are in the Darwen area of Lancashire and within easy reach of public transport, shops, parks, schools and community resources. The whole of the premises is used for childminding with the exception of two bedrooms upstairs.

The childminder is registered to care for a maximum of five children under eight years. There are currently nine children on roll of whom five are within the early years age range. The provision is registered on the Early Years Register and both 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 satisfactory.

The childminder has some knowledge and understanding of meeting children's individual needs. However, the planning, observation and assessment procedures for individual children, as they make satisfactory progress towards the early learning goals, are limited. There are positive relationships with parents to engage them in the organisation and keep them up to date and informed about their child's routines and development. Most required policies and procedures for the safe and efficient management of the provision are in place and satisfactorily support children's safety and well-being. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement to the provision and the outcomes for children is still developing.

What steps need to be taken to improve provision further?

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

- must conduct a risk assessment and review it regularly; maintain a record of aspects of the environment and when and by whom they have been checked (also applies to both parts of the Childcare Register)
- 11/04/2011

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

- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of the provision for all children
- continue to improve knowledge and understanding of the early learning goals

as well as observational assessment and planning to meet each child's needs.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because the childminder is aware of her role and responsibility to protect children from any harm. All adults are vetted and cleared to be in the presence of children. She follows the local child protection procedures and has a policy in place. Children are safe and secure in the premises and the deployment of resources are satisfactory. However, she does not carry out regular risk assessments or maintain a record of when and by whom the premises and equipment have been checked. This is a breach of the specific legal requirements and therefore an action has been raised. The environment is organised to enable the children to move freely both inside and outside. The furniture and equipment are suitable to support children's development needs. The childminder has given attention to some safety procedures and has written consents from parents for the administration of medication.

The childminder shows some commitment to support and enable children to develop and learn and uses the Early Years Foundation Stage Framework documents. However, her knowledge and understanding of the early learning goals is limited. She does not yet use these effectively to plan, observe and assess individual children's progress. She has made links with a local network of childminders and links with the local nursery key people to share information about children's needs and any information from parents. When the nursery is working on a theme the childminder complements this within her own environment. The childminder recognises some strengths and weaknesses. However, the system of self-evaluation in order to promote continuous improvement of the provision and outcomes for children and families is limited.

The childminder has established effective partnerships with parents. They are valued as partners and are warmly greeted and included. Parents are informed about the organisation of the childminding. For example, they are provided with information through notice boards, photographs, and access to policies and procedures. Parents state they are happy with the service and say that the childminder is flexible around parent's shifts and working patterns. They state that their children are settled and there are plenty of activities and trips out. Children have access to all toys, activities and facilities and learn about their local community and differences in people around them, through books and outings to centres.

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

Children are happy, settled and confident as they enjoy their time in the childminder's care. She has created a calm, welcoming, child-centred environment

where children are supported and encouraged. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging and have their welfare needs met. The childminder has some knowledge of child development and provides a satisfactory range of experiences and learning activities. Children participate in outings to the park, local community activities and toddler groups. They lead their own play through free access to toys that they choose from storage boxes and from what is set out for them. The childminder gathers all necessary information from parents at the start of the care arrangement. She finds out about their likes and dislikes. She observes children during their play and takes some photographs. She notes down significant comments and links the observations to a specific learning area. Each child has a learning journey profile and the childminder completes a termly report about their development and identifies some areas for future learning.

Children develop skills to problem solve as they make jigsaws, match, sort and group different shapes and colours. They learn about technology as they use the computer and complete a simple game. Children count during everyday situations when they are walking in the environment and see the cars and different vehicles. Children count during action songs and number rhymes. Children participate in outings and trips to museums, activity centres, farms and parks. They learn about the world around them and celebrate special calendar events and festivals. They taste different foods from around the world and talk about flags and emblems from different countries. Children develop their creative skills as they explore different textures and mediums with jelly, cornflour and paints. They make their own models and create the Roman amphitheatre that links with the Roman day theme from school. Children enjoy writing their own stories and plays and use lots of descriptive and creative words to express themselves. They develop their personal and social skills and feel settled and comfortable in the childminder's home. They learn to play cooperatively and as part of a group. Children learn to put their shoes and coats on and move independently around the environment accessing both indoor and outdoor areas. Children socialise at toddler groups and community groups and meet with other childminders and their children. They enjoy outdoor play and have free access to the garden to develop their physical skills on the large equipment. They use ride on toys, wheeled toys, and use tunnels and slides to exercise and be active. Children develop their speech and language as they chat to the childminder asking questions and making requests. They enjoy looking at books and develop their sensory skills with the touch and feel and scratch and sniff books. Children are beginning to show interest in another language and use key words of Spanish.

Children are provided with a healthy balanced diet and the childminder plans her menus according to the 'Smiling for Life' campaign. They learn about being healthy and active through regular outdoor play, walks and swimming. Children understand the importance of keeping safe as the childminder talks to them about safety aspects in the home. They open the safety gate to go upstairs to the bathroom, know there is no access to the kitchen and learn about fire evacuation. Children are safe in the setting and feel safe. They are familiar with routines and are confident to play alone. Children's behaviour is managed in a way that supports their understanding of right and wrong and in line with their individual ages and stages of development and understanding. The childminder uses positive

strategies and asks the children to sit quietly with a book and think about their behaviour. She encourages the children to play together harmoniously, sharing and taking turns.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- must undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately where the need arises 11/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- must undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately where the need arises 11/04/2011