

Inspection report for early years provision

Unique reference number	EY295755
Inspection date	21/03/2011
Inspector	Mr Rasmik Parmar
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 2004 and she lives with her husband and two children age five and eight years old in a house in Blackburn, Lancashire. The whole of the ground floor and the spare bedroom on the first floor are available to children. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age group, and of these, not more than one may be under one year. The childminder employs a registered assistant. When working with an assistant, she may care for no more than eight children under eight years; of these, not more than five may be in the early years age group, and of these, not more than one may be under one year at any one time. She is currently caring for four children in the early years age group and three children over five years. The childminder is registered by Ofsted on the Early Years Register and the voluntary parts of the Childcare Register.

The childminder holds a National Vocational Qualification (NVQ) certificate (level 3) in children's care and learning and a level 1 certificate in British Sign Language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are very well-met as the childminder knows them individually. She continually supports their learning and development, although, assessment records do not fully show their progress towards the early learning goals. Excellent knowledge of safeguarding procedures ensures children are safe and protected. The childminder works closely with parents who are kept fully informed about their children's progress. She uses a range of methods to reflect on her practice in order to identify areas for improvement so that she can continue to develop a high quality service.

What steps need to be taken to improve provision further?

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

- develop further assessment records for children to more clearly show their progress towards the early learning goals
- develop further arrangements for hand drying.

The effectiveness of leadership and management of the early years provision

The childminder makes children's safety and welfare her highest priority. She has very clear policies and procedures relating to the safeguarding of children. She has

excellent knowledge of the symptoms of abuse and neglect and has actually liaised with the social services when reporting her concerns, resulting in very positive outcomes for children. She maintains her knowledge by attending courses on safeguarding to keep up to date with any changes in this field. She ensures the suitability of all adults having unsupervised contact is maintained and that anyone who has not been vetted or is not known, is never left alone with children. Regular risk assessments within her home, garden, when out in the community and on visits keep children safe at all times. The childminder's home provides children with a stimulating, welcoming environment where they quickly feel comfortable and at home. A wide range of good quality toys and resources are provided in accessible storage units. This enables children to become confident and begin to develop their independence as they select toys, resources and activities for themselves. The childminder provides a fully inclusive environment. Children with additional needs are very well supported by the childminder as she works closely with parents and other agencies to ensure that all children's needs are met and makes sure that all activities are adapted, accessible and enjoyed by all.

The effective partnerships with the parents significantly contribute to the high quality service she offers to children. She spends time getting to know children, discusses their needs, interests and abilities with parents and works with them at all times to promote children's welfare, learning and development. The childminder shares children's assessment records, which parents take home, as part of working together with them to ensure a partnership is established in children's learning and development. Parents are kept informed of the childminding service through regular newsletters. The childminder has shared information about children's progress with other providers, such as, local pre-schools, to ensure consistency in their learning and development.

The childminder has a formal system in place to evaluate her practice. She routinely reflects on her work with the children and constantly strives to provide the best possible service. She accesses training courses to ensure that she is aware of current good practice in early years. The childminder is part of a local network and receives regular monitoring of her provision to enable to continuously improve her service. Also, she provides parents with opportunities for them to describe their views about her setting and this is used as a basis for further self-improvement.

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

Children enjoy their time at the childminder's home. They enthusiastically take part in a wide range of activities and outings planned by the childminder. They confidently move around her home, select resources and settle to purposeful play. The childminder knows all children in her care extremely well. She observes them at play and records her observations, making notes on how to take each child's learning forward. However, the assessment records do not clearly show children's progress towards the early learning goals. She ensures that the activities engage children's interest and extend their learning, resulting in children who are

motivated and eager to learn. The childminder takes children on outings to a local farm, parks, toddler groups and soft play activity centres where children are able to improve their gross motor skills. These visits help to broaden children's understanding of their local community and promote social skills. Children's play in the childminder's well-equipped back garden encourages their physical development and provides opportunities for them to learn about the natural world. Children have grown strawberries, lettuce, potatoes, peas and sunflowers in the greenhouse and wooden boxes.

Children learn about the importance of good personal hygiene as they wash their hands before meals or after using the toilet or before helping the childminder with a baking activity. However, as they share use of one hand towel there is some potential risk of cross contamination. Children enjoy a range of healthy meals and snacks as the childminder talks to them about the importance of a healthy diet. Foods for babies are provided by parents who are fully aware of the nutritional content. Children have free access to drinking water to promote their independence and healthy life-style. Children have eaten foods from other cultures, such as, Chinese noodles, rice and fortune cookies as part of broadening their awareness of the wider world. The childminder teaches children to be polite and well-mannered and as a result children are friendly, sociable, kind to each other and very well-behaved. Also, the childminder displays children's art work as an appreciation of their achievements, which helps to boost their confidence and self-esteem.

Children have opportunities to use information and communication technology to support their learning through appropriate toys, such as, child size digital cameras. Photographs taken are displayed on the digital photo frame. Children learn about and use numbers in their play. They count objects and are beginning to identify quantities and the concept of more or less than. A good range of resources are provided which support children's understanding of numerical concepts. The childminder supports children's developing communication, language and literacy skills through activities, such as, reading books, good interaction and use of questions. Children enjoy a wealth of art and craft activities both at the childminder's house and when visiting local groups and there are many examples of their work in their individual files showing their developing skills. Children feel safe and secure in the childminder's care. She gives them regular explanations about how to keep safe as they play and reminds them of safety rules when they are out. Additional practical activities, using hired equipment from the resource library, such as, role play with the zebra crossing and traffic lights further enhance children's knowledge of how to keep safe.

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	1
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

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

Met