

Inspection report for early years provision

Unique reference number	EY310648
Inspection date	09/07/2009
Inspector	Janet, Elizabeth Singleton
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and two children in the town of Preston. The ground floor of the childminder's home is used for childminding with the exception of the front lounge. Pets include two guinea pigs. The childminder is registered to care for a maximum of six children under eight, of whom no more than three can be in the early year age range. She is currently minding seven in this age group. She also offers care to children aged over five years to eleven years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has links with the local network of childminders.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder generally promotes most aspects of the children's welfare as she recognises the uniqueness of each child. She has a good knowledge of the learning and development requirements to ensure children are enjoying and achieving, making choices in their play. She creates an environment which allows children to play in a safe and secure home. Relationships with parents involve a good two-way flow of information including the sharing of her childcare practices and the seeking of information regarding children's individual routines. She is generally aware of the strengths and weaknesses of her provision and recognises the need to continually assess her practice in order to plan for her future development.

What steps need to be taken to improve provision further?

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

- further develop the observation and assessment system to link them together to clearly identify the learning priority for all children and ensure they are based on the children's achievements, interests and learning styles. This is in order to plan relevant and motivating learning experiences for each child
- review the policies and procedures to ensure they fully meet with the requirement of the EYFS for example, the risk assessments and the equal opportunities policy.

The leadership and management of the early years provision

The childminder organises her home to be welcoming to children and providing them with their own space which gives them a sense of belonging, as they are familiar with those areas for their play. Her organisation allows children to access a satisfactory range of resources that supports their learning and enjoyment and enables them to make decisions about their play. Although she has the required written policies and procedures in place, some are insufficient in detail to fully meet with the requirement of the EYFS for example, the risk assessments and

equal opportunities policy. The childminder has begun to develop the system to monitor and evaluate her childminding practice to enable the continuous development of her service to take place. She is seeking further training in childcare to improve her skills to promote better outcomes for all children in her care.

The recommendations from the last inspection have been attended to and these include documentation, resources and some health practices. The childminder has reviewed her practice and therefore, outcomes for children are improved. The home is kept clean and welcoming, with the required safety features and fire equipment in place.

The childminder has developed a good relationship with parents involving a good two-way flow of information. She does this by sharing her policies and procedures with them and has developed individual achievement records, folders of work and daily dairies for each child to share their work with them. Parents comment on their child's achievement and are invited into the home to discuss their child. This approach enables her to identify the individual needs of the children in her care.

The quality and standards of the early years provision

Children make good progress in their learning and development as the childminder has a good understanding of the children she cares for. This knowledge enables her to meet their welfare, learning and development needs with success. They enjoy a warm and caring relationship with the childminder as they all play and work together. She develops their language skills as she engages in lots of lovely chatter about what they are doing, gives good explanations and sounds out new words for the children as they play. They make choices from the resources made available to them as they move freely and confidently throughout the home.

The childminder completes a comprehensive learning journey for each child; this contains good observations which are coded to the EYFS, and six areas of learning. She is aware of what children can do and this is the starting point for their learning. However, although the observation and assessment procedure identifies the learning priorities, it is unclear how this information is used to identify children's next steps and inform future planning of their learning and development requirements. She manages their behaviour effectively as she keeps children occupied, gives explanations and assists them in developing a growing understanding of what is right and wrong. She allows children to try and find out for themselves what they can and cannot do, for example, the young child tries the large scooter and then moves on to a wheeled toy more suited to the child's size. This enables children to make connections in their learning. They delight in growing sunflowers and finding out about plants in the natural world.

The childminder is committed to the children in her care and provides them with a balanced diet as she ensures they follow appropriate health practices. They are reminded of the safety rules developing their understanding of being safe and the reason why. The childminder ensures that her home is relaxed with a varied

selection of equipment to support the children's play in order to promote their overall welfare, learning and development.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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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