

Inspection report for early years provision

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Inspection date	03/12/2009
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.

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Description of the childminding

The childminder has been registered since 2006. She lives in the Blackburn area of Lancashire with her husband and two adult sons. She is registered for a maximum of six children under eight years on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently five children on roll attending full and part-time places and after school.

The whole of the ground floor of the childminder's house is used for childminding. This includes a lounge, kitchen/dining area and downstairs toilet. There is no access to upstairs areas or the rear garden.

The childminder has completed all required training and is currently completing a child care qualification at Level 3. She is a member of the National Childminding Association and links with other childminders and a development worker.

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, observations and assessment procedures for individual children as they progress towards the early learning goals, is in the development stages. There are positive relationships with parents to actively engage them in aspects of the organisation and keep them up to date and informed of their children's routines and development. Policies and procedures for the safe and efficient management of the provision are in place and support children's safety and well being. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement is limited.

What steps need to be taken to improve provision further?

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

- develop the system for self-evaluation to identify priorities for future targets and to maintain continuous improvement
- further develop knowledge and understanding of the Early Years Foundation Stage in order to plan, observe and assess the individual needs of all children as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because the childminder has risk assessments for the premises and for any outdoor activities. She is aware of her role and responsibilities to protect children from any harm, and follows the local safeguarding children's board procedures. She has a written policy that includes

information for parents in the event of any allegations against the childminder. Children are safe and secure in the premises and the deployment of resources are satisfactory. The environment is planned to enable the children to move freely and use suitable equipment, furniture and toys to support their development. The childminder ensures that children are safe in the home environment and when on outings and has given attention to all necessary safety procedures and equipment.

The childminder shows commitment to supporting and enabling children to develop and learn but identifies her need to carry out further training for the Early Years Foundation Stage Framework. She has established links with the local children's centre and is supported by her development worker and takes on board any suggestions and support to improve her practice. She has responded to the previous recommendations at her last inspection. For example, she has signed consent from parents for emergency medical treatment, has individual record forms for each child and contracts with parents in order to provide appropriate care. She has increased her toys and resources to give children more free choice and ensure that the areas of learning are covered. She provides more creative activities for the children. As a result children's safety, well being and learning is now enhanced. The childminder recognises some strengths and weaknesses. However, the system for self-evaluation is in the early stages of development. Therefore, the link to embed ambition and drive improvement is limited.

The childminder has established effective partnerships with parents. They are valued as partners and are confident in the childminder's ability to meet the individual needs of their children. Parents are informed about the organisation of the childminding. For example, they are provided with access to policies and procedures and exchange information verbally at the start and end of each day about routines and activities. Parents can see the photographs of their children and their art and crafts work is taken home or displayed in their profiles. Links with other professionals are emerging as the childminder is supported by her development worker and links with other childminders within the community network. All families are welcomed and included in the organisation. The childminder works to her equal opportunities policy and aims to respect and value differences and lifestyles. Parents acknowledge and sign the organisational policies which are fully inclusive. Parents are encouraged to ask questions and complete all relevant information forms for the childminder to meet needs. Children have access to all toys, activities and facilities.

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

Children are happy and secure and enjoy their time in the childminder's care. She has created a calm, welcoming environment where children are supported and encouraged to learn and develop. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging. The childminder has some knowledge of child development and provides a satisfactory range of experiences and learning activities. Children participate in outings to local toddler groups, the park and children's centres. Children can make choices and lead their own play through some free access to toys. She has started to plan and

observe the children. She takes photographs of children doing activities and participating in celebrations and seasonal experiences. There are records of what children are doing and how this links to the six areas of learning. However, the childminder's knowledge and understanding of the Early Years Foundation Stage, in order to plan, observe and assess the individual needs of all children; as they progress towards the early learning goals is in the early stages.

Children develop their personal, social and emotional skills. They play cooperatively and alongside each other. They begin to understand each others feelings and try to share toys and be kind to one another. Children socialise with other children and adults at the children's centre and toddler groups. They learn about manners and social graces when having lunch together. Children become independent when they feed themselves and try to put on their own coats and shoes. The childminder encourages children to talk about what they have been doing over the weekend. She reads stories and helps to develop their speech and language as they discover objects and look and talk about pictures. Children use sign language to support each other in making their needs known. They make marks with different tools and mediums. Children sing number songs and count out everyday objects. They learn about colours and shapes, use a maze board to take pegs round to the home base, discover musical toys and how to fit pieces in the jigsaws. They find out about cause and effect when they need to pull the vibrating snake to make it move. Children develop their physical skills when they do the 'wake up shake up' exercise activity. They walk everywhere, go out in the fresh air, go to parks using large equipment and soft play centres. Children play creatively and imaginatively with gluing, sticking, painting and using different materials. They use dolls, prams and dressing up clothes to act out different scenarios. Children enjoy the treasure hunt with the park warden as they find different leaves, red bushes, look for a rabbit and squirrel and do rubbings from the tree bark.

Policies and procedures to maintain children's health, safety and well being are in place. The children know why fruit and vegetables are good for you and help you to grow. They follow road safety procedures and always hold hands. Children learn about safety with equipment and know not to put things in their mouth and to use scissors carefully. Children always stop, look and listen at the road side and use the pedestrian crossing. They know not to access upstairs areas and to tidy toys away to avoid tripping. Children sleep according to their needs and are provided with a balanced diet. Children feel safe and secure with the childminder and respond to the routines and rhythms of the day. They approach the childminder with confidence and are happy being left by their parents. Children's behaviour is managed in a way that the supports their understanding of what is right and wrong. The childminder has a calm approach and gives explanations to the children and encourages them to acknowledge feelings. She uses distraction techniques and children are given thinking time to consider their own behaviours.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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:	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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