

Inspection report for early years provision

Unique reference number	EY318513
Inspection date	07/10/2011
Inspector	Janet Singleton
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 2005. She lives with her husband and two children aged 12 and eight years in the area of Guide, Blackburn. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a small pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has support from the local authority early years service.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound understanding of the children she cares for to enable them to make satisfactory progress. Observation and assessments are not sufficiently robust to identify children's next steps for learning. The provision of a safe and welcoming environment enables children to be active learners. All policies and procedures for the efficient and safe management of the setting are in place and maintained effectively. Partnerships with parents and others are satisfactory with meaningful information being shared. The childminder is broadly aware of the strengths and weaknesses of the setting; however, the system for evaluating the impact of any changes is in its infancy.

What steps need to be taken to improve provision further?

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

- monitor the use of the television and evaluate how it is used regarding it being a positive and more educational resource
- develop the observation and assessment system to include the next steps for learning and match these to the six areas of learning within the Early Years Foundation Stage
- develop the planning system to reflect children's learning priorities and to ensure all six areas of learning are given equal weighting
- build upon the systems in place for the evaluation of your setting in order that the strengths and weaknesses of the provision are clearly identified and the information and plans you are have are acted upon and prioritised to improve your service.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are satisfactory with the childminder ensuring that all adults in the home have undergone checks to determine their suitability. She is aware of the action to take should she be concerned about a child and has the required supporting safeguarding policies and contact details in place. Through appropriate risk assessments the home is safe and secure for children. The childminder has an acceptable understanding of the Early Years Foundation Stage to ensure children make satisfactory progress towards the early learning goals. Resources are set out for children to make choices from. They take part in all activities and are fully included being valued and their feelings of self-worth promoted. The use of the positive praise by the childminder, and the involvement of the child's family, through completion of the 'All about Me' book, means an inclusive environment is maintained. The television was on with no reason being identified and acted as distraction from the creative activity taking place.

Parents are kept informed of the provision through the sharing of the appropriate policies and procedures, all of which are in place and available. A notice board ensures information regarding the setting is displayed for parents and is accessible, including some of the legal requirements and the registration certificate. Appropriate hygiene procedures are followed with children including the use of anti-bacterial wipes and talking about the need to keep clean. The childminder is aware of the need to reflect on her practice and is broadly aware of the strengths and weaknesses of her provision. Her self-evaluation system is not yet secure enough to ensure the changes and improvements discussed are consolidated and approached systematically to further improve outcomes for children.

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

Children are happy and enjoy their time at the childminder's. They play in a welcoming environment in which they make satisfactory progress towards the early learning goals considering their age, capability and starting points. They are generally independent and settled enjoying the company of the childminder. They chat together and talk about numbers and name colours as they play. They are supported by the childminder enabling them to develop their sense of security and building their self-esteem. They access an appropriate range of resources set out for them by the childminder. They are aware of what is available and readily ask for further resources to be selected for them to play with as they enhance their play. Children's starting points are established by completing the 'All About Me' book including their likes and dislikes and personal information with the parents. She undertakes general observations on the children; however their next steps for learning are not clearly identified. It is also unclear how the information gained from the observations is used to inform future planning to enable planning to meet children's identified, individual needs. The childminder keeps children's work in a folder of which she has some lovely examples of their art work and the assessment of their progress against the six areas of learning.

Children access the computer and programmable toys as they develop their skills for the future. They listen to the childminder and respond appropriately as they wait for the paint pots to be filled. They are well behaved and understand the rules with the home, for example, not to run. They are confident and chatter about their play as they develop their language and communication skills necessary for their future learning enabling them to make a positive contribution. Children feel safe as they are secure and comfortable with the childminder and this is demonstrated by the way in which they move freely and confidently in the setting.

Children attend the local toddler groups, mixing and socialising with children from other cultures. They go for walk to the park and explore the natural world as they find out about the world around them. They delight in making collage pictures as they stick and glue, relishing in the support from the childminder as they chat together about what they are doing. The childminder sensitively supports children as she introduces numbers and counts the legs on the spider building children's understanding of mathematics. They make spiders from the malleable material, moulding the dough and using their imagination to create their individual spider. They name colours as they decide the colour of dough for their spider, deciding on green, red and white. They ride wheeled toys developing their physical skills and demonstrate how they can hop on one foot, as they confidently laugh and begin jumping on their feet in the home. They are provided with a balanced, healthy diet as they enjoy home-cooked food. Menus are shared with parents and children's dietary requirements are planned for. They are relaxed and happy, being occupied and interested in their play as they enjoy the close and warm relationships with the childminder as they play and develop the necessary skills for the future.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	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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