

Inspection report for early years provision

Unique reference number	EY318573
Inspection date	28/03/2011
Inspector	Shirley Peart
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 2006. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Freckleton, Preston, Lancashire with her husband and children aged 18, 12 and 11 years. The home is situated in a residential area close to local amenities. The ground floor of the home, which includes a bathroom are used for childminding. There is an enclosed rear garden and patio for outdoor play.

The childminder is registered to take a maximum of five children. There are currently two children attending who are within the Early Years Foundation Stage age group. The childminder also regularly cares for her niece and nephew, who are also in the early years age group.

She holds a Level 3 National Vocational Qualification in childcare. There is a pet hamster, rabbit and guinea pigs on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for by a competent, caring childminder who meets their all round individual needs successfully. She recognises and values each child's uniqueness and uses the Early Years Foundation Stage very well in practice so that children make good progress. Good quality toys and resources support children's all round knowledge, understanding and enjoyment and their welfare is mostly promoted. The childminder works well with parents to ensure that children's needs are appropriately met. She does not yet use self-evaluation fully to help her establish what she would like to improve to benefit the children's care and learning further.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment record clearly states when it was carried out, the the date of review and any action taken following a review or incident (Documentation). 25/04/2011

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

- consider using self-evaluation to develop a system of reflective practice involving parents in the process, to establish strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

All adults in the household have been vetted so that they are suitable to be around children. The childminder has attended the 'nominated officer' safeguarding training so that she is very clear about child protection issues and what to do if she has concerns about a child. She also ensures that parents are made aware of her responsibilities in this area. She has suitable risk assessments in place to ensure that children are protected from hazards; however the written document does not contain details of when it was reviewed.

The childminder has addressed the recommendations from the last inspection very well. This has improved the documentation on complaints and child protection and the contents of the first aid box, so that children are further protected by good procedures and practices. She is a committed childminder who attends regular training, usually in the evenings, to update her knowledge and understanding of current childcare practices. The childminder does reflect on the activities carried out with the children by deciding what went well or not so well and she continually reviews her documentation for recording the Early Years Foundation Stage observations and assessment systems. However, she does not use any form of self-evaluation or fully gain parents views to help her continually review the quality of the provision overall to establish how well it is improving to benefit the outcomes for children.

The childminder's home is warm and welcoming so that children move around confidently. They freely access the art and craft activities in the kitchen, play with sorting and matching games in the living room or enjoy physical play on the slide outdoors. Toys and resources are in very good condition, age appropriate and easily accessible. Children use recyclable materials well which teaches them to be resourceful, such as, when they made binoculars out of cardboard tubes so that they can go exploring. Children's choices are acknowledged very well therefore they make independent decisions about what they want to do. All facilities within the childminder's home are on one level so that any child or parent with differing needs is able to access it easily. She has a good written equal opportunities policy which is shared with parents and shows that she works within current legislation to ensure that all children are welcomed and no child is discriminated against. Children also regularly take part in activities around festivals, such as making lanterns for Chinese New Year, which helps them to learn about different traditions and culture.

The childminder has suitable relationships with parents and although none of the current children attend any other early year's settings, she is aware of how to work in partnership with them to ensure that children's individual needs are met appropriately. She collects 'about your child' information, which gives her a good insight into children's specific needs and parents wishes and they have easy access to her very good policies and procedures, which are very well maintained. She exchanges verbal information regularly and she informs them that they can view their children's development files at any time. She does not yet fully involve them

in any self-evaluation review process to help her establish what she does well and what she needs to improve.

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

The childminder uses the Early Years Foundation Stage framework very well in practice. She generally plans her activities around varied topics, themes and special occasions, which she says helps her to focus on the six areas of learning. However, she also follows the children's lead to ensure that their interests, individual curiosity and choices are acknowledged. This ensures that children gain a good all round mix of child-initiated and adult-led activities while they are with her. They engage in stimulating activities such as baking, dressing up, playing out in the rain with wellingtons, raincoats and umbrellas and a range of messy activities, such as foot painting. They also attend some toddler groups, which enhances their personal and social skills and development. She records observations which are focused using the 'look, listen and note' method, which ensures that children successfully move on in their learning and make good progress.

Children are happy and content with the childminder. They concentrate on making their 'Mother's Day' cards out of a range of art, craft and collage materials. When children enjoy filling and emptying discs from a tub the childminder extends this interest by providing different size tubs and encourages them to sort and match the discs, thus following their interests and helping them to learn simple mathematical concepts and sustain their play. Children love to play with their favourite comfort toy from home and the childminder engages children in fun activities using this. For example, when they hide under a blanket she asks the bunny where they have gone, they laugh and giggle as they jump out and surprise the childminder. Natural, warm interaction is apparent, when children fling their arms around the childminder she responds by offering cuddles and appropriate physical contact. Children choose to go outside by telling the childminder through simple words and gestures. The childminder encourages them to put on their own coats and boots, thus promoting their independence and decision making. They competently climb up the slide, push their buggy around and play happily with the sand. They often go for walks in the local area and use public transport and they also use the toy camera to take photographs of insects that they find. This all promotes their skills for the future and knowledge and understanding of the world very well.

As children get plenty of fresh air and exercise and the childminder offers a range of fresh fruit and nuts for snack, their health and well-being is fully supported. During snack time children sit properly at the low level table so that their safety is promoted well and they enjoy listening to a favourite story tape at this time, which helps them to adopt good routines. Their behaviour is very good and they receive lots of positive praise which raises their self-esteem. During self-care learning skills, such as potty training, the childminder engages children in simple reward systems to show that their efforts are acknowledged and recognised. Children are helped to learn about road safety through regular practices such as waiting at

kerbs and pressing buttons for the 'green man' to appear. They are also confident to approach the childminder to make their needs known as they feel safe and secure in her care.

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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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