

Inspection report for early years provision

Unique reference number	EY343323
Inspection date	29/02/2012
Inspector	Sandra Harwood
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. She lives with her husband and two children aged 15 and 10 years in Preston. Most of the ground floor of the childminder's house and the bathroom on the first floor, are used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for five children at any one time and is currently minding five children, all of whom, attend on a part-time basis. She has a Level 3 qualification in Childcare and learning and development. Her hours of work are Monday to Friday, 8am until 5.30pm, all year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play safely and are cared for in a warm, stimulating and welcoming environment. The children have access to a very good range of suitable and safe toys and resources. All documentation to ensure children's individual needs are met, are in place. This ensures their welfare and safety. The childminder works in close partnership with parents and other providers to ensure continuity of care. The childminder embraces opportunities to develop her skills and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- give children time to pursue self learning and collaborate with each other

The effectiveness of leadership and management of the early years provision

The home is safe and well maintained and the children's safety is a priority. All documentation, including the safeguarding policy, is in place and well organised to allow ease of access should the need arise. The home environment is secure and regularly risk assessed, which means children move freely and safely around the home. Written risk assessments are also undertaken for outings to ensure children are safe and secure at all times. Up-to-date Child Protection training ensures the childminder is clear on possible signs of abuse and the procedures to follow should she have any concerns about a child in her care.

Children are very at home in the comfortable, child friendly and welcoming environment. Resources are at child height and freely accessible so children are able to make free choices and decisions about what they would like to play with. However, the childminder sometimes guides the direction of play rather than allowing children to pursue their own agenda. All resources and equipment are

good quality and age appropriate.

She is pro-active towards her training and is enthusiastic about learning and developing her own knowledge, having undertaken several courses and is booked onto more. For example, the different ways boys learn. This enables her to expand her knowledge of childcare and development, which in turn, ensures she improves and extends the service for the children in her care.

There are excellent links in place with other providers of the Early Years Foundation Stage. The childminder clearly understands that these partnerships are important and extremely effective in reinforcing children's learning, extending their development and providing continuity of care.

The relationship with parents is good. They are kept well informed of their child's progress through daily verbal communication and input into their learning and developmental records. Information is given about special achievements and plans for future topics. This enables parents to contribute ideas or resources, for example, photos of the children as babies to contribute to the topic of growing. The childminder has informative policies and procedures which are continually updated and shared with parents. The childminder ensures she has important personal details and contact information on each child. This means she is able to provide the appropriate care for each child.

Children have lots of opportunities to learn about the world around them through the many outings to local places. Most recently, the garden centre where the children bought seeds to plant. Attending local toddler groups means the children are offered the opportunity to develop their social skills and experience a different range of toys and activities. Children are confident in choosing from an accessible range of high quality activities to meet their learning needs and interests. Photos are on display of toys and resources, which enables children to choose other toys which are not so accessible.

The childminder ensures children's understanding of diversity is well supported. They have a good range of resources providing positive images of many aspects of our society. The children also celebrate different cultures and celebrations, most recently Chinese New Year, when the children shared Chinese food.

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

Children are happy and settled in the childminder's care and build warm relationships with her and other children attending the setting. They have easy access to a broad range of toys, resources and activities, which help them make good progress within the early learning goals. The childminder's home is set up to make it an interesting and stimulating environment for children. Toys and resources are freely accessible, allowing children to make independent choices and decisions about what they play with. They play happily on their own, however, the childminder sometimes steers the direction of play rather than allowing children to pursue their own learning. Children feel valued and have a strong sense of

belonging in the childminder's care. They go to her easily for cuddles and reassurance, for example, they hold their hands up when they slip.

Children are developing very healthy lifestyles as they have regular, balanced, nutritional, meals including a selection of fruit at snack time. They are well hydrated and have access to drinks throughout the day. Children benefit extremely well from the regular fresh air and exercise. Children are learning good hygiene skills through the use of effective routines and the example of the childminder. They take part in regular fire drills, all of which are recorded with the name of the children who have taken part, to ensure that all children have been included. Children are learning how to keep themselves safe from harm.

The childminder uses effective strategies to promote children's good behaviour. They respond very well to and accept explanations given by the childminder. They are also easily distracted with other activities. Lots of praise and encouragement is used to build confidence and self-esteem. There is a lot of discussion about what they are doing and why this helps develop children's language skills. They are also able to use technology. They have access to digital cameras and are very knowledgeable about what to do when it does not work, for example, informing the childminder that it needs new batteries, as the children show her where they need to be put in. This is helping to develop their skills for the future.

There is a lot of fun and laughter when the children are playing and the interaction between the children and the childminder is incredibly close. She happily allows the brushing of her hair and uses open-ended questions to help develop children's thinking. The opportunity is also used to speak about feelings. The younger child plays with the feelings mirror and laughs when she sees her reflection. The childminder looks in the mirror and shows different expressions linking them with the feelings. Role play is the garden centre where the children replay their outing, using the packs of seeds which they bought and the children ask if they can plant them. They make themselves ready to go outside, where they confidently dig in the soil, fill the plant pots and label their seeds. Children are making good progress toward the early learning goals.

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	1
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	2
The effectiveness of partnerships	1
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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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