

Inspection report for early years provision

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Inspection date	31/10/2011
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 2007 and lives with her two adult children in Accrington, Lancashire. 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 childminder is registered to care for a maximum of six 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 three children attending who are within the Early Years age range, some 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 early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a satisfactory understanding of the Early Years Foundation Stage to enable children to make sound progress towards the early learning goals. Observation and assessments are completed but do not sufficiently record the next steps for learning. The provision of a safe, welcoming and inclusive environment enables children to be active learners. All policies and procedures for the efficient and safe management of the setting are in place and reviewed. Partnerships with parents and with other providers are good, with meaningful information being shared. The childminder is aware of the strengths and weaknesses of the setting, however, the system for evaluating the impact of any changes is in its infancy with regard to monitoring children's future development and the action which needs to be taken.

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 procedure to ensure the observations completed on the children are reflected in the planning and consistently identify the learning outcome for all children
- develop a system for the evaluation of the setting in order to provide an internal review of the provision
- maintain a consistent approach to the supporting of children's hygiene practice, for example, washing their hands before food or after messy activities.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are satisfactory with supporting procedures in place. All adults in the home have undergone checks, for example, a Criminal Record Bureau check to determine their suitability to be with children. Risk assessments are undertaken for both in and out of doors to maintain a safe and secure environment for children to play in. The childminder has a sufficient understanding of the Early Years Foundation Stage and has begun to complete observations and assessments on the children she cares for. However, it is unclear how consistently the identification of children's learning priorities are identified or how these are used to inform future planning to meet children's individual needs. The environment is fully inclusive with children able to access the resources and activities equally. Children build their understanding of diversity through planned activities and attendance at the multi-cultural toddler group.

The childminder is committed to improving her practice and has begun to complete her self-evaluation of her provision in order to plan for change. However, this is in its infancy and not robust enough to ensure planned changes are carried through. The well-established, good relationships with parents include the sharing of their children's details and the displaying of information regarding the setting. They are well informed of their child's progress and contribute to their child's learning. The childminder has developed a good system for sharing of information with other settings children attend.

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

The childminder's sound knowledge of the Early Years Foundation Stage means children are making satisfactory progress towards the early learning goals given their age, capability and starting points. She establishes their starting points through the completion of all personal details with parents and the daily routines of the child. She completes a learning journey for each child as she undertakes regular observations and assessments and shares this information with parents. The planning is based on weekly topics, for example, toddler groups, art and craft, the allotments and walking out to the park. The setting is welcoming for children with displays of their work and some educational posters, for example, letters of the alphabet used as a talking point with all children. They access the resources such as small-world, construction, role play and, art and craft in the fully inclusive environment. They ask for a crayon and enjoy making marks on their paper, showing their finished result to the childminder beaming with pride. They delight in using their imagination making their Halloween bats ready. They glue and stick the glitter and sparkly shapes onto their bats before hanging them up to float in the air.

The children enjoy the role-play as they make tea, hide their drinking cups in the cupboards and laugh and play cooperatively together. They count as they learn about the sequencing of numbers, counting, 1, 2, 3 and then to 6, 7, 8 laughing as

they confidently practise their new skill. Colours are introduced as the childminder names green, red, and blue with children showing their interest as they repeat the colours and name the colour of the red glitter correctly. The childminder praises children very well as they respond with big smiles and laugh together as she tell them they are clever and so good, building their self-esteem. They are developing their physical skills as they use tools, such as the glue sticks for a purpose. They find out about the natural world as they visit the allotment and grow some of their vegetables and fruit. They mix and socialise as they attend the toddler groups and make friends. They sit together and look at books as they readily access them making choices regarding which ones they want to read as they develop their literacy skills.

The childminder includes the children in developing their understanding of satisfactory hygiene practices, through discussion and demonstrating appropriate practices, for example, washing her own hands. However, this is not consistent with children in order that children follow this as a routine and regular practice. Children enjoy cereals at breakfast and are provided with healthy options for snack time. They ask for fruit and they enjoy a home cooked lunch of shepherds pie with vegetables. They access their water at all times and readily ask for a refill in their beaker. They are very well behaved and listen to the childminder, responding positively to instructions as she reminds them to be careful and discusses the consequences of their behaviour. Overall, children play and learn in a calm and secure environment conducive to learning.

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	2
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	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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