

Inspection report for early years provision

Unique reference number	EY349422
Inspection date	05/10/2011
Inspector	Wendy Fitton
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2006. She lives with her partner and two children aged 14 months and five years. There is a family cat in the household. The premises are situated in the Whitworth area of Lancashire. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

Children use most areas of the premises with the exception of the master bedroom on the first floor. There is access to a front and rear garden. The childminder is registered to care for a maximum of four children under eight years. There are currently three children on roll and of these two children are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding of meeting children's individual needs. The systems for planning, observations and assessment procedures; for individual children are effective. There are positive relationships with parents to engage them in all aspects of the organisation and keep them up-to-date and informed of their children's routines and progress. Required policies and procedures for the safe and efficient management of the provision are in place, and fully support children's safety and well-being. The system for self-evaluation to identify priorities for future targets; and to maintain continuous improvement to the provision; and the outcomes for children continues to develop.

What steps need to be taken to improve provision further?

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

- develop further the system of self-evaluation in order to help to promote continuous improvements to retain the quality of the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are really protected and safeguarded because the childminder carries out regular risk assessments for the premises and any outings. She is fully aware of her role and responsibility to protect children from any harm and all adults are vetted and cleared to be in the presence of children. She follows the local child protection procedures and has a detailed policy in place that is shared with parents. Children are very safe and secure in the premises and the deployment of resources are good. The environment is creatively organised to enable the children to move freely and use interesting toys and resources. The furniture and

equipment are safe and suitable to support children's development needs. The childminder has given attention to all necessary safety procedures and has written consents from parents for the administration of medication and to seek emergency medical treatment and advice. She shows commitment to supporting and enabling children to develop and learn and is actively using the Early Years Foundation Stage Framework documents.

The childminder has made good links with the local network of childminders and is considering further training to achieve a level 3 qualification in childcare and education. She shows good understanding of the importance of partnership working to fully support and complement children's learning and development needs. For example, she has a good relationship with both the pre-school nursery and the primary school and talks to the staff at the end of every session, making a note of anything significant. She informs the teachers of any significant events which might affect the child's behavior or learning and also informs them of activities children are doing. The childminder recognises some strengths and weaknesses and has responded to the previous recommendations raised at her last inspection. For example, she has improved children's hygiene procedures regarding hand washing and ensures the daily register is completed when children arrive and depart. As a result children's safety and well-being is fully promoted. The system for self-evaluation to promote continuous improvement of the provision; and outcomes for children and families continues to develop.

The childminder has established very effective partnerships with parents. They are provided with a daily diary detailing the day's activities and all care routines. Parents are encouraged to write their own notes in the diary to feedback significant moments from home. There is regular verbal communication at drop off and collection times. Parents are regularly sent questionnaires asking their opinion of the services and parents are encouraged to be very honest and the feedback is used to reflect practice and make any relevant changes. Children have easy access to all toys, activities and facilities and learn about their local community and differences in people around them through books, play figures and outings to community centres.

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

Children are very happy, secure and confident as they enjoy their time in the childminder's care. She has created a very calm, homely, child-centred environment where children are well supported and encouraged. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging and have all their welfare needs met. The childminder has a good knowledge of child development and provides a wealth of experiences and learning activities. Children participate in outings to the park, local community activities and toddler groups. The childminder plans to a flexible theme around seasons or calendar events. She is very sensitive to the individual needs and interests of the children attending and uses the information gathered from parents at induction. Each child has a learning journal that shows photographs,

observations and children's own artwork. The childminder records any significant comments and observes children during their play. She links the observations to the areas of learning and clearly identifies any gaps in children's learning and follows their next steps.

Children develop their physical skills as they have good space to move freely indoors. They explore their environment and learn to stand up with furniture, reach for toys and experience climbing steps on the slide. They walk to and from school and participate in physical exercise and movement to music. They develop their social skills and feel secure through support and encouragement to join in group activities. They interact at toddler groups with other children and build their confidence as they respond to praise and encouragement. Children understand the importance of good behaviour as they learn to share and take turns. They enjoy stories and reading books together. They respond to facial expressions and learn simple words and gestures during routine activities. Children name objects and repeat familiar words and learn numbers as they count things during their everyday routines. Children problem solve when playing with activity toys and know to press buttons to find out how things operate as toys light up and make sounds. Children learn about the world around them. They explore the rural area and see different animals in the fields, they meet with different people at the community activities and are involved in cultural celebrations and festivals

Children's behaviour is managed in a way that the supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. Children respond to positive praise and encouragement and the childminder has positive strategies to distract children from any negative behaviour with positive reinforcement. Children learn to help each other and are sensitive to any differences. They are provided with a healthy balanced diet and understand the importance of being healthy and active. Children understand the importance of keeping safe and are secure at the childminder's home. They understand to evacuate the premises in the event of a fire. During outings children respond to instructions about road safety, holding the pram and wearing reins. Children feel safe and secure as they approach the childminder in confidence, leave their parents willingly and play freely in the environment.

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	2
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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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