

Inspection report for early years provision

Unique reference number	EY349628
Inspection date	08/11/2011
Inspector	Jennifer Kennaugh
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 has been registered since 2007. She lives with her partner and two young children in the Clayton-le-Woods area of Bamber Bridge, Preston. Children have access to all of the ground floor and the majority of the first floor. They can also access the secure rear garden. The family has two pet cats.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years old at any one time, of whom two may be in the early years age range. There are currently three children on roll, all of whom are in the early years age range.

Local amenities such as parks, children's centres, schools and nature reserves are within walking distance. The childminder is qualified to level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder makes satisfactory progress in their learning and development. However, consistent recording across all six areas of learning is not well developed. The childminder has positive links with parents, and they are adequately informed about children's care and routines, although they do not have opportunities to contribute to children's learning records. The childminder has an awareness of the need to share information with other settings children may attend, and to promote continuity of care and education, but systems for this are not yet in place. There are suitable policies and procedures, for the safe management of the provision and environment, to support children's well-being, safety and learning. The childminder is beginning to self-evaluate, to identify areas for development, showing a satisfactory ability to maintain continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- develop systems to assess and record individual children's progress towards the early learning goals across all six areas of learning
- devise ways for parents to contribute to children's learning records
- develop ways to share information with other settings attended by children to promote continuity of care and education.

The effectiveness of leadership and management of the early years provision

Children are generally well protected, as the childminder is appropriately trained, and has a satisfactory knowledge of local safeguarding procedures. Adults on the premises are suitably vetted to protect children. Suitable risk assessments for the premises and specific outings are made, to minimise hazards and keep children safe. All statutory requirements with regard to documentation are met which ensures the setting is managed safely, so children can learn and develop.

Resources are age appropriate and are used to promote children's learning and development. Toys are mostly accessible enabling children to select from them, promoting independence of choice. There is a satisfactory range available to support progress across the six areas of learning. The childminder makes generally good use of local amenities, by attending toddler groups at children's centres, and goes for walks to nature areas and parks. She is beginning to access training to extend practice and improve outcomes for children.

The childminder is beginning to identify areas of strength and those that need development, by starting to complete the self-evaluation form. She has met all recommendations from the previous inspection, showing a commitment to provision. The childminder has a sound understanding of partnership working with parents and keeping them informed about children's care and routines on a daily basis. However, parents do not add to children's learning records, so not all adults who interact with the children contribute to the process. The childminder has an awareness of the information she would need to pass on to other settings attended by children. She is clear that she needs to do so on a regular basis and at transition times, to promote continuity of care and education for the children.

Appropriate policies support children's individual needs and the childminder has clear procedures in place to enable her to support additional needs. For example, the childminder adapts activities so that all children can access them. She plans activities inclusively so that all children benefit and have opportunities to extend their learning through play with others.

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

Children show that they feel safe as they are confident to explore the environment and its resources fully. They talk, and vocalise, confidently to the childminder, showing attachment to her. The childminder teaches them how to stay safe by encouraging them to help tidy the floor so that no one trips, and emphasising road safety on outings. She uses suitable practical measures on and off the premises, such as cupboard catches in the kitchen and walking reins when out, to keep children safe. Children handle simple implements, like spoons safely, developing their physical skills in the process.

The childminder promotes a healthy lifestyle by offering daily opportunities for outdoor exercise and providing healthy food for snacks and meals. Drinks of water, milk or very diluted juice are frequently available. Children enjoy snacks of fruit such as grapes and strawberries, to support their understanding of what constitutes a healthy diet. The childminder teaches children about personal hygiene routines, such as hand washing at appropriate times. This helps to encourage independence in this area, and prevent cross-infection.

Children enjoy opportunities for imaginative play, such as using material to make 'dens', extending their creative and social skills. They sit quietly to listen to a story with the childminder and take delight in lifting the flaps on the pages to find hidden pictures. This helps them develop a love of books and an understanding that print can carry meaning. They persist with scribbling using large felt tips, and sometimes describe meaning to their 'writing', or say what subject a mark represents. In this way, they are developing their physical and communication skills. The childminder provides opportunities for heuristic play, using a 'treasure basket', as children's need to explore different textures of natural and manufactured materials. Children delight in using the small pans as drums and exploring how different sized pans have different sounds when struck. As a result, their creative and listening skills are developed, and they also learn to share resources, which improves social skills.

Children have access with adult supervision to information technology. They use gaming devices and consoles, along with age appropriate educational websites to develop their skills in this area. Therefore children are making generally sound progress towards the early learning goals. However, the records tracking their progress are not consistent across the six areas of learning.

Children are generally well behaved and the childminder encourages them to take small responsibilities, as they help to tidy up toys. She promotes restorative justice by talking about feelings when children upset each other and suggests solutions to overcome this. For example when a child is hit by another's drumstick, they share a hug to say sorry. This helps children to feel valued and fosters their self-esteem. The childminder displays a tree painted by children in the kitchen, with their birthdays shown on it, and allocates individual pegs with photos to children to give them a sense of belonging. Traditional festivals are celebrated using craft, food and dressing up resources to encourage a sense of community and extend knowledge of special events across the year.

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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