

Inspection report for early years provision

Unique reference number	EY360111
Inspection date	09/11/2010
Inspector	Mary Wignall
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.

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 2007. She lives in Lytham St. Annes, Lancashire with her children aged 10 and seven years. The ground floor of the house is available for childminding. There is a garden to the rear of the house. The childminder is registered to care for a maximum of five children under eight years. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has three children on roll in the Early Years Foundation Stage age range. The childminder has a relevant level 3 qualification and is now an accredited childminder with Lancashire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The individual needs of the children are met well due to the childminder's efficient planning and organisation. The children are active and enjoy making choices in their play as they make good progress in their learning. The childminder has a good understanding of the Early Years Foundation Stage. Most of the required documentation is effectively implemented to keep children safe and secure. Self-evaluation and actions taken following the last inspection have led to improvements in the learning environment and their independent access to toys and resources.

What steps need to be taken to improve provision further?

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

- make sure care provided compliments the education and care the children receive at other settings
- use the Ofsted self-evaluation form and quality improvement processes as the basis for ongoing self-evaluation
- ensure the risk assessment covers anything the children may come into contact with especially in the garden.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of safeguarding issues. She has recently successfully completed training on safeguarding issues at both level 1 and level 2 standard. All adults have appropriate Criminal Records Bureau checks. This reflects her commitment to protect children and provide quality care. Children feel safe in their secure relationship with the childminder and each other. Risk assessments help keep the children safe. Assessments include outings and are recorded, although, they do not cover all things the children may come into contact with. The childminder understands the need to check for collections of water in the

garden and for the removal of any animal faeces, although, these are not included in the risk assessment. The childminder has recently undergone comprehensive assessment procedures and is now an accredited childminder with Lancashire County Council. She has begun to evaluate her own practices, although, her systems are yet to be fully effective.

A full set of policies shared with parents gives good information about the provision. Verbal and written information keeps parents informed and involved in their children's progress and daily experiences. Good use of posters and displays shows them examples of the childminder's policies and the children's artwork. The childminder is aware some children attend other provisions, although, this is not as clearly reflected in her planning of complementary experiences for the children. The children play with toys reflecting positive images of diverse society extending their understanding of the world.

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

The children are interested and stimulated by their activities. They are fully supported by the childminder's skilful interaction. She recognises when younger children are reluctant to have their nappy changed and encourages their cooperation imaginatively in games. They play in a homely environment in which they can easily see and reach a wide range of toys. Their independence is encouraged by the low level storage and clear labelling of box contents. As a result, they are confident to make choices and initiate their own play. The childminder's good knowledge of the Early Years Foundation Stage ensures progress in all areas of learning. The childminder models an enjoyment of learning, promoting a positive attitude in children. She challenges their thinking, asking questions to extend their communication and thinking skills. She uses her knowledge of their backgrounds and interests well to personalise the experiences for each child. High quality planning ensures learning is tailored to each child's individual needs.

Accurate observations and assessments of children's learning are used well to plan relevant and challenging experiences building on their interests and knowledge. The children learn useful skills for the future as they play together. They mix paints and make their own pictures. They show pride in their achievements as they announce they have made a circle or have drawn a dog. The childminder reinforces their learning as she asks about colours and shapes as they play. Older children show good communication skills as they chat about past experiences as they enjoy looking at their learning file. The childminder has high and realistic expectations of the children. The children play cooperatively and have fun playing together. For instance, as they build towers, she talks to the younger children about their colour and size. She encourages older children to count how many blocks have been used before they happily knock it over. The children learn about technology as they play. They predict which hole the ball will come out of as they play with an electronic game. They try to catch it as it flies out and show an understanding of safety as they retrieve it. They show confidence to taking risks as they crawl under the table to get the ball and try again.

The children are developing a good understanding of personal hygiene routines as they wash their hands with soap sensitively supervised by the childminder. They are encouraged to share responsibility for their personal care. The childminder asks them if they need a coat when going outside in the cold. Older children competently manage their own dressing while younger children are encouraged to do as much they can. They are eager to go and explore the garden seeing sunflowers they have grown and looking at the last of the season's apples on the tree. They benefit from the fresh air and sunshine supporting their physical development.

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
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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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