

Inspection report for early years provision

Unique reference number	EY364385
Inspection date	12/09/2011
Inspector	Susan Marriott
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 holds a relevant childcare qualification. She lives with her husband and child aged five years in a house in Blackpool. The childminder uses the lounge and kitchen dining room on the ground floor, plus the bathroom and the two bedrooms for rest on the first floor for childminding activities. There is an enclosed yard for outdoor 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 five 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 Foundation Stage, of whom, two attend on a full-time basis and one for out of school hours only. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association and the local Teen Parent Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This childminder has a clear purpose and committed approach to her role, enabling her to make a real difference in children's lives. She implements the Early Years Foundation Stage with a high level of success. Children obviously thrive and make rapid progress in this well-organised, domestic environment that truly recognises their uniqueness and individuality. The childminder meets the diverse needs of children and ensures that children participate in all activities in a fully inclusive way. Through her dedication and rigorous reflective practice, she demonstrates an outstanding ability to identify strengths and weaknesses, enabling the continuous enhancement of daily care and learning experiences for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the use of observation and assessment to enable the tracking of children's development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children enjoy an exceptionally high quality of care and education in this welcoming family home setting. The childminder loves her job and is confident in her ability to provide high quality care. She demonstrates an in-depth knowledge

of children's learning and development and her on-going training has enabled her to implement the Early Years Foundation Stage framework. The service is robustly supported by extremely well-researched, organised and individualised documentation. The childminder has an excellent understanding of the procedures regarding the safeguarding of children because she has had first-hand experience of the processes involved and now has the confidence to tackle difficult issues which may arise. The childminder and her husband hold appropriate vetting checks, reassuring parents of their suitability to be in regular contact with children. There is a very clear complaints procedure and extensive risk assessment which is carefully recorded, consistently monitored and regularly reviewed. Exceptionally well thought through procedures are in place to maintain high standards of children's safety on a daily basis, in emergency situations and when on outings. Consequently, dangers are substantially minimised and children's safety is robustly secured.

Extensive resources are organised in a way that ensures that they are either accessible to the children or are available on request, allowing the children to make their own choices and decisions. To implement continuous provision the childminder has made up a 'choice book' so the children can look through it and pick out what they want to do. A strong commitment is shown to inclusive practice and the childminder is skilled in including each child in the activities according to their ability. Children and parents produce an 'All about me' document which provides the childminder with valuable information to establish each child's starting point. This also helps her to settle children in and meet their needs. Activities are adapted to meet the needs of all children and a sensitive approach ensures children can play without fear of discrimination. Children learn to feel good about themselves and show respect for others. The childminder has experienced considerable success when previously working with children who have special educational needs and disabilities, receiving complimentary feedback from other providers.

Partnership working is well-established. The childminder liaises with the teen parent coordinator, social services, first steps, teachers, children centres and nurseries, as required, to ensure that children get the support they need and to ensure progression and continuity of learning and care. She works in partnership with parents to support children's particular needs. The childminder has outstanding partnerships with parents and carers and the childminder keeps parents and carers well-informed of their children's progress through daily diaries and regular discussions. Parents express unprecedented support for this childminder following a challenging incident in the history of the service and written feedback from parents shows their great appreciation for the care provided.

The childminder is an active member of the local Teen Parents Network and is committed to her role. She regularly attends regular training courses to promote ongoing development and support further improvement in her practice. She uses her self-evaluation form as a working document to secure her outstanding capacity to improve. For example, children now benefit from a much improved back yard environment which provides valuable outdoor experiences across the six areas of learning. A notable feature is the climbing wall. Children traverse this and develop

their physical skills. Opportunities to grow vegetables and herbs were included in the refurbishment and sensory ribbons, flags and windmills blow in the wind. Her plans for the future will further improve outcomes for children. For example, she wishes to be able to use her loft space more easily, enabling her to re-arrange the limited storage in her home and increasing the choice of toys and resources for children.

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

The childminder aims to provide children with experiences that will develop their independence and desire for learning. She forms exceptionally warm and caring attachments with the children in her care and by praising all children's efforts and achievements, regardless of their abilities, she successfully builds upon their feeling of value and self worth. She provides plenty of choices for the children and space for them to develop to enable them to become active and independent learners. Children and parents are placed at the very centre of this childminding home where children have fun and feel safe and secure.

The childminder always gives priority to the children, having a meticulously detailed knowledge of them as individuals and their interests. She talks with them continuously, skilfully exploiting the opportunities presented by child-led play to develop their learning. For example, as babies begin to empty the treasure basket of everyday, safe items, the childminder responds to babies babble, encouraging them to name objects and repeat words. Children's development is fully promoted as the observational assessment procedures clearly show their starting points and are consistently used to inform the next steps. Activities and play opportunities are planned according to children's current interests and developmental needs, based on the childminder's formal and informal observations of them. Observations are closely linked to the Early Years Foundation Stage to secure and progress learning but the childminder accepts that it is possible to enhance the use of observation and assessment to facilitate the tracking of children's development as they progress towards the early learning goals.

Children are gaining an excellent understanding of healthy lifestyles and the relevance of hygiene practices. The childminder ensures that children exercise and play outdoors in the fresh air as much as possible. The childminder uses the amenities at nearby Stanley Park and children love to feed the ducks and the squirrels. She takes the children to the beach at St. Anne's, to the zoo, an aquarium and they explore the woodland walks at Beacon Fell. Children are fully aware of the evacuation procedure and regular fire drills are practised, which develops their awareness of fire safety. Children develop positive attitudes to learning being keen to participate, make independent choices, co-operate and share. They make friends, show respect and tolerance for each other. The childminder has high expectations and children respond positively to this by demonstrating good behaviour and thought for others.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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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