

Inspection report for early years provision

Unique reference number	EY368357
Inspection date	24/09/2008
Inspector	Sue Partington
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2007. She lives with her husband and three children aged one, four and seven years in Chorley, Lancashire. The whole house, with the exception of the main bedroom, is used for childminding. There is a fully enclosed all weather outdoor play area.

The childminder is registered to care for a maximum of three children at any one time. She is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently three children on roll; of these, two children are aged under five years and one child is over eight. The childminder drives to local schools to take and collect children.

There is provision for children with learning difficulties and disabilities. The premises are accessible on ground level.

The childminder is a member of the National Childminding Association. The childminder is qualified to level 3 in Childcare and Education, in addition to NVQ trainer and assessor awards.

Overall effectiveness of the early years provision

The childminder effectively promotes children's welfare and learning as she provides a safe and inclusive environment. Good systems are in place in relation to planning and assessment. The children are happily engaged and occupied in a broad range of stimulating play activities and experiences. A good working relationship is forged with parents as they are extremely well informed of their children's daily routines through up to date daily diaries and individual achievement files. The childminder is highly skilled and has developed an excellent system in relation to self evaluation. This significantly enhances and maintains continuous improvement for the service she provides and identifies key strengths and areas for development.

What steps need to be taken to improve provision further?

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

- continue to extend the range of natural resources.

The leadership and management of the early years provision

The childminder's home is safe and secure and is well equipped with resources and age appropriate furniture providing an enabling environment where children can thrive. The home is well organised and gives the children lots of opportunities to become independent. The daily routine promotes children's welfare and meets their individual needs. All required documentation is in place and written policies and procedures work well in practice to positively promote children's health and

safety. Children's ability to make a positive contribution is reflected in their enjoyment and achievements.

The childminder is a very enthusiastic and committed childcare practitioner who continually strives to improve the service she provides. She has a secure understanding of child protection procedures which ensures children's welfare is effectively safeguarded. The childminder attends all available training to further improve her knowledge base and develop her childcare practices. For instance, she has attended all training in relation to the 'Early Years Foundation Stage' framework to enable her to be in a position to be able to meet the requirements of the framework and promote the outcomes for children.

One aspect of the good management of the childminder's provision is her written self-evaluation. This involves input from parents, reflects rigorous monitoring of what the childminder does well and identifies areas for improvement. As a result actions taken by the childminder are well targeted and have a good impact in bringing about sustained improvement to her provision. For example, providing a rich and imaginative outdoor play area and robust written risk assessments.

The childminder is committed to ensuring she provides a fully inclusive service and makes parents and their children feel welcome. She has developed a comprehensive portfolio which includes written policies and procedures and is available to parents on request. This helps to forge good working relationships with parents and a shared understanding from an early stage. Parents are also provided with a wealth of information about their children's care and learning as the childminder maintains children's individual daily diaries and achievement files.

The quality and standards of the early years provision

The childminder has a good understanding of the 'Early Years Foundation Stage' and she provides a broad range of interesting and stimulating activities to help the children make progress in all areas of learning and development. The childminder works well with parents to gather information about their children's starting points. She observes children at play and uses this to monitor children's progress and plan their next steps in learning. Children's assessment records include written observations and photographs to illustrate the children's enjoyment and development.

A fully inclusive environment is provided for the children and their families which is child centred and creatively encourages children's learning. Resources are attractively stored in labelled boxes in low level cupboards. The children are able to freely access toys which helps them to develop choice and independence and initiate their own ideas.

The childminder dedicates time playing and talking to the children at their level and responds spontaneously to their interests. For example, soothing music is played creating a calm and relaxing environment for sleeping children and lots of hugs and cuddles are given upon waking. The childminder shares warm relationships with the children, who are happy and secure in her care. She knows the children well and is

able to meet their individual needs and learning styles effectively. As a result, children are confident, curious and eager to learn.

Children are provided with learning opportunities during natural routines due to the childminder's secure knowledge of how children learn. They use language well from an early stage to explain what they are doing and to ask questions. They enjoy being imaginative as they play with dressing up clothes. The children play in the all weather garden and learn about their bodies and develop control and coordination as they as they walk, skip and run. They make marks on the chalk board and white board outside and say they are writing a letter. They develop an awareness of problem solving, reasoning and numeracy as the childminder introduces concepts of number, shape and size into their play as they look at the butterflies on the corrugated roof. Photographic documentation shows the children having lots of opportunities to express their own thoughts and ideas using a variety of creative materials. The childminder is developing a range of natural materials to help young children use their senses to explore and investigate.

Strategies to promote children's social, physical and economic well-being are well implemented. For example, children learn about personal care and hygiene practices as they wash their hands at appropriate times of the day. They are well nourished and develop an awareness of healthy eating as the childminder provides a menu that is well balanced and nutritious to aid their growth and development. The childminder acts as a positive role model to the children who understand and respect the boundaries. They are polite, behave well and are aware of sharing and taking turns from an early age. The children clearly enjoy their time with the childminder and thrive on her attention and interaction.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.