

Inspection report for early years provision

Unique reference number	EY379643
Inspection date	06/01/2009
Inspector	Lesley Sharples
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 has been registered since July 2008 to care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Currently there are two children on roll, both aged three years, who attend on a part time basis. The childminder works from Tuesday to Friday all day. She lives in the south shore area of Blackpool. It is close to open spaces and within walking distance to the library, local leisure centre and the beach. Children have access to the whole of the house with a fully enclosed rear garden for outside play.

The childminder is a qualified Nursery Nurse (NNEB) and has previously been a nanny for 20 years prior to becoming a childminder. She is a member of the National Childminding Association and advice, support and training is gained from the local authority.

Overall effectiveness of the early years provision

Children are progressing very well towards the early learning goals because meaningful observation, assessment and planning ensures they receive stimulating activities to promote all six areas of learning. They are cared for so their uniqueness is recognised and valued. Partnership with parents significantly contributes to ensuring the needs of children are met and within an inclusive environment, where they feel safe and secure. The childminder positively implements the requirements of the Early Years Foundation Stage and shows dedication to her work.

What steps need to be taken to improve provision further?

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

- offer numerals and letters in meaningful contexts within the learning environment, to provide further reference for children to be able to link and associate with, during their play and learning
- increase opportunities to develop mark making and emerging writing skills within different activities
- commence liaison with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care.

The leadership and management of the early years provision

The childminder maintains all documentation for the safe and efficient management of her provision. The commencement of self-evaluation means that the childminder is able to identify weaknesses in her practice, so that continuous improvements can be made. Her positive attitude to this ensures children benefit from better practice. Alongside this, the childminder knows that she has strengths,

especially in the provision made for children's creative development. Children are effectively safeguarded because the childminder has a clear understanding of safeguarding issues and the procedures to employ should there be any concerns. Training has been attended to keep knowledge updated.

There is established, strong and close partnership between the childminder and parents. Parents receive a pack containing information and policies, which keeps them well informed of how the setting operates within the Early Years Foundation Stage. They enjoy a regular exchange of written information through daily dairies as well as shared observations. Comments from parents feed into the planning to ensure appropriate experiences are offered. This provides an holistic view of the child and ensures his or her needs are met with long term arrangements provide consistency of care and education. Partnership has not yet extended to other professionals, for those children attending other provisions offering the Early Years Foundation Stage, to promote consistency in learning and progression towards the early learning goals.

The quality and standards of the early years provision

Children are progressing very well in their learning and development. The childminder has a clear understanding of the Early Years Foundation Stage which is reflected in her practice. She uses her knowledge and experience effectively to offer innovative experiences in all six areas of learning, which children enjoy and find stimulating. For example, they spend considerable time absorbed with malleable materials, creating snowmen and decorating cakes with pebbles. The childminder offers a balance of supporting children's play, extending their learning by asking questions, as well as allowing freedom for children to develop their own ideas. They especially enjoy making dens under the table and using their imagination when using small world resources. Children are curious, confident and eager to learn as they use the good range of construction toys to design and build. Opportunities for mark making and developing writing skills are limited though. The childminder dedicates her time to the children, as a result, warm positive relationships exist which promotes their self-esteem well. Children feel secure and are very happy in the setting.

The uniqueness of each child is recognised and individual observation, assessment and planning ensures achievements are recognised and the next steps in their learning journey planned for. Observations are very well written and link to areas of learning, so that information informs planning. This means that children's activities appropriately challenge them. They are invited to contribute to the weekly planning of activities so their own interests are catered for. The childminder effectively supports children in developing skills in numeracy, literacy and information technology, which contributes positively to their future economic well-being. However, the learning environment lacks reference to colour, number, letter and shape, to provide reference and to consolidate children's understanding. Opportunities for daily outdoor play and exercise include child activity centres, walking to the library and swimming sessions. This ensures children have variety and choice each day and are therefore never bored. The childminder addresses aspects of diversity through activities, resources and going to a toddler group

within a special needs school. This enables children to mix with and learn about others in a play environment.

Children's safety and welfare is given high priority by the childminder who ensures they learn about keeping themselves safe by practising emergency evacuation procedures and road safety. Full risk assessments in and around the home and daily checks keep the environment safe and secure and attention to detail indicates the importance the childminder gives to this aspect of practice. Children benefit from easy access to drinking water, nutritious home cooked foods and healthy snacks. Children are kept healthy through following effective hygiene routines and the provision of individual items, which encourages independence in self-care skills. Standards of behaviour are high and children respond well to the calm atmosphere and politeness from the childminder. Children thrive on the praise and encouragement from the childminder and consequently play within a harmonious 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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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.