

Inspection report for early years provision

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Inspection date	28/04/2010
Inspector	Wendy Fitton
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 registered in 2009. She lives with her partner and son aged two and a half years. The premises are situated close to the centre of Rawtenstall in Lancashire. Children have access to the whole of the childminder's home; this includes a lounge, dining kitchen, rear yard, one bedroom and a bathroom on the first floor. Children do not access the rear bedroom on the first floor.

The childminder is registered to care for a maximum of five children under eight, of whom two may be in the early years age group. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group, attending full and part-time places.

The childminder holds a Diploma in Nursery Nursing and has completed the required training and various workshops. She attends a local childminding network group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has good knowledge and understanding of children's individual needs. She has developed some systems for planning and observing children's progress and development needs, which are linked to the Early Years Foundation Stage. There are positive and effective relationships with parents to actively engage them in all aspects of the organisation and keep them up-to-date and informed of their children's routines and activities. Policies and procedures for the safe and efficient management of the provision are in place and maintain children's overall safety and well-being. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement is effective.

What steps need to be taken to improve provision further?

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

- develop further the system of assessment to plan for children's next steps of learning and how they link to the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because the childminder has risk assessments for the premises and for any outdoor activities. She is aware of her role and responsibility to protect children from any harm, and she follows the local safeguarding procedures. Children are safe and secure in the premises and the deployment of resources is good. The environment is child-centred and children

can move freely and safely and use a variety of equipment, furniture and toys to support their development. She follows her policies and procedures and is committed to giving children's safety a priority. Children feel safe as they approach the childminder in confidence. They

are happy and enjoy themselves and they are aware of the boundaries. The childminder shows commitment to supporting and enabling children to develop and learn. She has links with local childminders and attends community activities. She has links with her local development worker, and she understands the importance of making further links with other providers as they attend other provisions. The childminder recognises her strengths and weaknesses and has completed a self-evaluation process to appraise her practice and to embed ambition and drive improvement.

There are very positive relationships with parents and the childminder is committed to working in partnership with them. For example, she shares a daily diary with parents which gives information about the children's days and their routines, and encourages parents to become involved in the setting to keep up-to-date with their child's development and progress. Parents complete an 'all about me' booklet to support their child's induction and settling-in process. The childminder is sensitive to parents' working patterns. She has been flexible with how she plans her sessions and the routines in order to ensure that all children have full opportunity for their part-time session. Parents are provided with a welcome pack and have access to a wealth of information about the organisation, as well as health and safety information. Parents comment positively about the service they are provided with and are encouraged to make comments in the communication diary.

The childminding service is both welcoming and inclusive. The policies and procedures are fully understood and accessible to parents. Children are encouraged to be kind and well-mannered and have equal opportunities to make choices about what they like to do. They have free access to all resources. Children are helped to understand about differences and diversity through books, community play centres and being involved in celebrations and festivals. Every child has a record form and 'all about me' information. Important information is gathered from parents at the time of placement. The childminder is able to provide appropriate care and learning opportunities, so children are well supported and encouraged to learn and develop according to their individual needs and interests.

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

Children are happy and secure and enjoy their time in the childminder's care. She has created a comfortable, welcoming and child-centred environment where children are supported and encouraged to learn and develop. She talks to and reassures children throughout the day and works to a well planned but flexible routine so children feel secure and have a sense of belonging. The childminder has good knowledge of child development and provides a wide range of experiences and learning activities to stimulate and challenge children's knowledge and understanding. This enables her to support children's personal, social, physical and intellectual development. Children participate in outings to local toddler groups, the

park, activity centres and places of interest. She has implemented a system for children's development and progress. She initially helps the child to settle in and gains important information from parents about likes, dislikes and interests. The childminder works to a theme and plans a specific activity along with the continuous provision. She observes children during their play, takes a photograph and then evaluates the children's learning journey. The childminder then looks at children's competencies linking them to the curriculum guidance and moves to the next step of learning. Each child has a folder with lots of photographs of activities that link to the six areas of learning. However, the system of assessment to plan for children's next steps of learning and how they link to the early learning goals is not clear.

Children develop their independence as they sweep up the sand, choose the toys they wish to play with, and wash their hands and faces after food. They develop their social skills as they meet with other children at the toddler groups and role-play in the shop activity, taking turns and sharing. Children are secure and confident with the routines and rhythms of the day and respond to close physical contact and nurturing from the childminder. Children are interested and motivated to learn as they play with purpose and develop positive relationships with their friends. They enjoy story time and listen with interest. They develop their speech and language through open questions, repeating words and explanations of words and actions. Children benefit from written labels and letters within the environment as they recognise the letters in their names. They learn about the days of the week and the month as they fill in the calendar board. Children access mark-making materials on a daily basis and paint, draw, chalk and use collage materials. They develop their creative and imaginative skills when attending music and dancing sessions, making musical instruments, dressing up and using puppets and props to tell stories. They access role-play equipment and act out familiar scenarios relating to their own experiences. Children develop their physical skills and learn about healthy living, for example, they take trips to the park on a daily basis to climb and balance. They explore tents and tunnels inside as they bend and crawl. Children enjoy sensory experiences with different textures as they play with feathers, play dough, sand and water. Children recharge themselves when they rest, sleep and have quiet activities. They are provided with regular drinks and a healthy balanced diet. They develop their knowledge and understanding of the world through the outdoor environment as they meet with lots of different people at community groups. They learn about growth as they plant the sunflower seeds and watch their progress. They explore technology through computers, torches and cause-and-effect toys. Children discover how things work as they press buttons and twist knobs on the musical and activity toys. They problem solve when fixing pieces of track together and when completing the number jigsaw.

Children receive warm, responsive care and are comfortable and feel safe in the environment. They understand what to do in the event of a fire and in an emergency situation. They relate to books and stories about safety in the home. Children respond to gentle reminders about safety and are aware of not playing at the bottom of the stairs. Children's physical and emotional needs are well met as they benefit from healthy snacks and fruit, home-cooked foods and participate in regular physical activity both indoors and outside. Children develop positive social relationships with each other. They share and take turns. They rest and relax

according to their needs. The children are very secure with the childminder and look to her for support and help. The childminder is sensitive to children's individual needs and manages any challenging behaviour effectively. The physical environment is safe, clean and secure, as health and safety procedures are effective to protect children from cross infection and any hazards.

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

How effectively is the Early Years Foundation Stage led and managed?	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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