

Inspection report for early years provision

Unique reference number	EY404314
Inspection date	13/01/2011
Inspector	Denise Sixsmith
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 2009. She lives with her husband and two children aged two year and five years in Preston. The whole of the ground floor is used for childminding as well as the bathroom and two bedrooms on the first floor. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association and has an appropriate early years childcare and education qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children's individuality is recognised and nurtured. She has a secure knowledge of their family and home circumstances, their individual needs, interests and abilities. Most required records are in place and maintained to a good standard. A range of experiences are provided for the children who are making good progress in their learning and development. The childminder has a strong commitment to improving her development and the quality of the service.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with the child and who has parental responsibility for the child is in place in advance of them being admitted to the provision (Safeguarding and welfare). 27/01/2011

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

- integrate children's identified next steps in their learning more effectively into planned activities
- develop the evaluation of the quality of the provision by using input from parents and others and use this to enhance future plans.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively, because the childminder has a good understanding of her responsibilities towards protecting and safeguarding children from abuse and neglect. She has attended related training and knows the appropriate action to take if she has any concerns about a child's welfare. Risk assessments are clearly recorded and cover all areas of the house and garden that the children use and includes outings. Children are carefully supervised at all times and the childminder ensures the toys and materials they use are safe and appropriate for their ages and stages of development. All required records are in place and readily available for inspection. However, one aspect of information with regards to the children's details has not been requested from parents, which constitutes a breach of requirements. Clear, comprehensive written policies and procedures support the delivery of the service to enhance children's safety. The childminder has attended first aid training to enable her to deal appropriately with minor accidents.

The childminder organises her home well. She has a positive attitude and approach towards diversity and promotes good inclusive practice. Children access the whole of the ground floor enabling them to move freely and make their own choices from the good selection of toys and equipment. The environment is welcoming for the children and their families with learning posters and displays of the children's artwork to provide them with a sense of belonging. Children access a variety of toys and resources that promote positive images of diversity and use these in everyday play. The children also access the fully enclosed rear garden or visit the park as part of their learning environment. The childminder undertakes a self-evaluation of her individual development and the service she provides. However, systems are not in place for gathering or including input from parents and others to provide a more informed evaluation of the service. Information is shared with other settings providing the Early Years Foundation stage and this is used well to provide continuity and coherence for the children's learning and development.

Partnership with parents is good. They receive a wealth of information about the provision during the settling-in process. The childminder uses information gained at the start of the placement to identify children's individual learning and care needs. A comprehensive daily diary for young children provides a good ongoing dialogue between the childminder and the children's parents, ensuring that changing needs are shared. A variety of notices in the entrance hall as well as a daily activity board ensure they are kept well informed about the service provided. Parent's state through letters supplied for the inspector that they are extremely happy with the service that they receive. For example, they appreciate that 'all the children are treated equally' and that their children have 'developed skills, confidence and social skills so much since being with their childminder'.

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

The childminder provides a welcoming and safe homely environment for children where they make good progress in their learning and development. She spends time observing the children at play and records the information to identify the children's next steps in their development. A valuable record of words and photographs is in place which demonstrates what children can do and contains a good initial input from their parents. While children's individual interests and their next steps are understood, planned activities do not always show how these are supported to maintain focus. There is a good selection of resources for sorting and shape recognition. Children have many opportunities for lifting flaps in books and pressing buttons on electronic toys. They use a range of programmable toys and information technology appropriate to their age and are well supported to develop skills for the future. The childminder is aware that young children's attention spans are short and suggests new activities to keep them occupied and stimulated. Children's physical development is encouraged by the childminder through activities within the home, garden and at activity centres. For example, children develop their hand-eye co-ordination as they mix crispy cake mixture and spoon it into individual paper cases. Babies are provided with time to concentrate and explore the texture of sand in a small bowl indoors. In the garden, children kick and roll balls, climb and swing and drive the cars to develop their physical skills. Resources are well organised and easily accessible to all children.

Children are well behaved and thrive in an atmosphere of mutual respect. The childminder deals with disagreements calmly, explaining to the children, for example, how they can share with their friends. She gives lots of praise and encouragement and therefore children are keen to please. They are developing their independence well and know that they need to wrap up warm to go outside in the winter. Children are assisted to begin to understand the wider world as the childminder provides regular outings in the community enabling them to mix with other childminders and children. This gives children opportunities to develop their social skills and engage in a wider range of activities with their friends. Children are learning the importance of keeping themselves safe through daily routines and activities. For example, they practise evacuation procedures and are becoming aware of what to do in the event of an emergency. They learn to stand in the entrance hall of the house before being safely secured in the car for outings. The childminder promotes children's good health by setting good examples, and through daily routines, such as hand-washing. She promotes healthy eating by working with parents, ensuring each child has a diet that is nutritious. Individual needs are accounted for so all children have a diet that suits their requirements. Children each have access to their own cups and are reminded to drink regularly ensuring they remain hydrated. Sleep times are tailored to each child's needs and calm waking experiences are experienced by young children with welcomes and hugs from older children.

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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