

Inspection report for early years provision

Unique reference number	EY406955
Inspection date	17/01/2011
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 2010. She lives with her husband and child aged nine months in Chorley. The whole of the ground floor of the childminder's house is used for childminding as well as the upstairs bathroom and rear nursery bedroom on the first floor. There is a fully enclosed garden for outside play. The childminder lives close to local schools, toddler groups, children's centres, shops and playgrounds.

The childminder is registered to care for a maximum of five children at any one time, no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to eight years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association and she is a qualified primary school teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and have a sense of belonging in the homely, child-friendly environment. They are making good progress in all areas of learning and development, and their individual needs are met well by the childminder. Children feel safe and comfortable in their surroundings and their welfare and emotional well-being is promoted effectively. There are good partnerships in place with parents, and detailed information is shared with them daily. The childminder is in the early stages of developing a number of systems to improve other areas of her work. She demonstrates a sound commitment to maintaining ongoing improvement.

What steps need to be taken to improve provision further?

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

- use the observations and assessments of children's learning to more effectively track their progress towards the early learning goals
- ensure that regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- improve the systems for the organisation of the setting by developing the use of self-evaluation and seeking input from parents, children and others to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively while in the care of the childminder. Clear policies are in place and the childminder is aware of the procedure to follow should she have any concerns about children in her care. She has undertaken training as part of her pre-registration course to strengthen her knowledge in this area. Comprehensive risk assessments have been undertaken, and include all outings that are undertaken with the children. Accident and medication records are in place and shared with parents. All required parental permissions are in place to further enhance the safety and welfare of the children. An emergency evacuation plan is in place, however, this has not been practised. A current first aid certificate is in place and a first aid box is maintained, to ensure that the childminder feels confident to deal with minor accidents should the need arise.

Children play confidently in a welcoming and child-friendly home where space is well organised to meet their needs. A pleasant relaxing nursery bedroom provides facilities for young children's undisturbed sleeps. Children have ready access to a good range of interesting toys and equipment that helps to support their development. Some resources reflect diversity and the childminder has plans to develop the range to enhance the children's learning and understanding of difference and the wider world. The childminder has only been minding for a short time since her registration and consequently has not had sufficient opportunity to undertake a rigorous self-evaluation review. She demonstrates through discussion aspects of her service she plans to develop, for example, she intends to build upon her pre-registration workshop courses, by attending further Early Years Foundation Stage training. This demonstrates a positive commitment to the ongoing process of improving the quality of her service. Children currently cared for do not attend other settings. However, if this changes the childminder is aware of the need to develop links to promote a complementary approach to the delivery of the Early Years Foundation Stage framework.

Partnerships with parents are good because robust systems are in place. Contracts and children's details are in place and good information is shared with parents prior to the start of children's placements. This is continued through the sharing of detailed information daily and supported through, children's diaries and learning journey records. Consequently, there is good continuity of care for the children and they feel safe and confident, with their childminder. Letters of support from parents show how much they value the childminding service. Parents state that they are 'extremely happy with the home from home environment and it is wonderful to see that the children are happy'.

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

Children are happy in the comfortable homely environment that the childminder provides. They enjoy their play in a stimulating environment, which positively

supports their learning and development. The childminder ensures that children's individual learning needs are met well, with a balance of activities that cover the six areas of learning. Learning journey records with photographs and observations reflect the children's learning and show their identified next steps in learning. However, they do not support the tracking of their progress towards the early learning goals as clearly. Daily planning of activities is flexible and based on the children's interests. Children benefit from a good balance of stimulating home play opportunities and visits to places of interest. These include the park and organised events where they begin to learn about the wider world and socialise. Children's physical development is encouraged effectively by the childminder through activities within the home, garden and at activity centres. They have plenty of opportunity to practise their developing mobility skills and enjoy rolling the ball around the room and to the childminder. The childminder challenges children's thinking, and gives them time to practise their communication and problem-solving skills. Children use a range of programmable toys and information technology appropriate to their age and readily practise their developing language, for example, by using the toy mobile phone. They enjoy producing sound and colour with the musical toys and look to the childminder for praise and confirmation of their achievements. As a result, children are happily engaged in their play and have good support for their ongoing development.

Children learn about healthy eating because meals are home made and nutritious. Young children are encouraged to try a variety of finger foods and have regular access to drinks, which means they remain refreshed and hydrated. Their health is protected because they play in clean premises and have individual bedding for sleeping. Children are learning the importance of good hygiene practices as they wash their hands and dry them on their individual hand towels. The childminder talks knowledgeably about children's individual needs and ensures that daily routines support these. She ensures that she is consistent in encouraging sharing and turn taking. Children behave well and feel secure due to the childminder's consistent, positive and calm approach to behaviour management. Children learn to be safe because the childminder is a positive role model and explains safety rules to them. She is very vigilant with regards to safety, both within the home and when on outings. The childminder consistently praises and encourages babies' curiosity and attempts as well as providing reassuring cuddles when necessary. Consequently, this raises their self-esteem and makes them feel safe and confident to achieve.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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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