

Inspection report for early years provision

Unique reference number	EY409053
Inspection date	27/09/2010
Inspector	Cathleen Howarth
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.

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 2010. She lives with her husband and children aged six and 15 years in Burnley, Lancashire. All of the ground floor of the childminder's house is used for childminding in addition to the bathroom on the first floor. There is provision for outside play in the back garden.

The family keep a rabbit and a guinea pig in the utility room on the ground floor and a rabbit, which lives in a hutch in the back garden.

The childminder walks to local schools to take and collect children. She attends the local toddler group and playgroup. Transport is provided for longer distances. The childminder provides care throughout the week from 7.30am to 5.30pm.

The childminder is registered to provide care for a maximum of five children under eight years. Currently, there are three children on roll on the Early Years Register and there are no children on roll on the compulsory and voluntary parts of the Childcare Register.

The childminder has completed relevant training in childminding practice and first aid and she is qualified in childcare at Level 3. The childminder has links with other Early Years Foundation Stage providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is the childminder's first inspection and a distinct feature is the childminder's confident and well-considered approach in supporting children to make good progress towards the early learning goals in all areas. Inclusive practice is firmly embedded in all aspects of the provision and, as a result, children's individual needs are well met. Systems for self-evaluation demonstrate the childminder has good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- extend the range of musical instruments to widen children's experience of music and sound.

The effectiveness of leadership and management of the early years provision

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, including the procedures to follow should a concern arise. The regulator, Ofsted, has vetted and cleared adults in the

household to confirm their suitability.

The childminder is well qualified and she attends formal and informal events to keep up to date with childcare practice. The effective deployment of resources, in addition to the physical layout of the setting, meets the needs of children well and clearly enhances their experience at the setting. Although there is a limited range of musical instruments to promote children's creativity in relation to music and sound, overall, outcomes for children with regard to their welfare and achievement are good.

The childminder places the promotion of equality of opportunity at the heart of all her work. She has secure knowledge of each child's background and needs and knows how to address gaps in children's achievement. Children are learning about people's differences in the wider community through well thought-out activities that positively promote gender, disability, ethnicity and culture. Some examples include arts, crafts and role play.

Systems for self-evaluation include working closely with other childminder's and officers from the local authority. The childminder is considering working with assistants to allow more flexibility in relation to children's daily routines, like school runs.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents are routinely involved in decision-making on key matters affecting their children through well-established procedures, which effectively promotes children's continuing care.

Relevant information is shared with other Early Years Foundation Stage providers to promote a seamless approach to delivering the Early Years Foundation Stage framework. The childminder demonstrate a high level of awareness to provide for children with special educational needs and /or disabilities.

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

The childminder has secure knowledge and understanding of the Early Years Foundation Stage. She promotes children's learning and development well through emerging systems that show children's individual progress is good in relation to their starting points and capabilities. The childminder is beginning to record observations of children at play to determine their natural interests, capabilities and preferred learning styles. She tracks children's progress, using the information in the Practice Guidance for the Early Years Foundation Stage. She maintains pictorial evidence of what children have achieved in their development files. The childminder evaluates stimulating and challenging activities with the children, taking into account their age and stage of development. Activity plans are devised to help children take the next step, in a methodical way, towards the early learning goals in the six areas of learning. Teaching methods are effective and the childminder is able to maintain children's attention for long periods. All children are encouraged to have a go and, as a result, they are confident learners who have

developed a positive attitude towards learning.

All children show a strong sense of security and feel safe within the setting. They understand what standards of behaviour are expected and apply these in order to keep themselves and others safe. This includes road safety, which the childminder continually reinforces.

Children's understanding of the importance of following good personal hygiene routines is good. For example, they know why it is important to wash their hands before eating. Healthy eating is positively promoted and children make healthy choices, such as choosing fresh fruit for snacks. There are good opportunities for children to engage in a wide range of physical activities, both inside and outside.

All children are highly valued and treated with equal concern. They play well on their own and with others. They engage in meaningful activities to help them value diversity. For example, children learn about different religions, such as Islam. Ramadan and Eid are explained through the use of books, age-appropriate discussions, baking sessions, food tasting and dressing up.

Children's development in communication, numeracy and literacy and the use of information and communication technology are good. They are inquisitive learners who show a natural desire to explore and examine their environment and resources. Children are engrossed in their play and have great fun at the setting. For example, they play outside in the back garden on the scooter and in the pop-up tent and tunnel. Babies communicate in various ways, including gurgling, babbling and squealing with delight when older children play hide and seek with the cuddly toy. Children use their imagination fully when they prepare a tea party for the dolls. Effective measures like the above provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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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