

Inspection report for early years provision

Unique reference number	EY411009
Inspection date	04/05/2011
Inspector	Mary Wignall

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 has been registered since 2010. She lives with her husband and two children aged 13 and nine years in the Accrington area of Lancashire. The family have a pet dog. She is registered on the Early Years Register to care for a maximum of six children under eight years. She is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age range and four older children on the childcare register.

Children have access to the ground floor playroom, lounge, dining kitchen, bathroom and bedroom for sleeping. A first floor bedroom is used for older children. There is access to a rear garden which is on two levels with steps to the lower level. The premises are accessed via small steps.

The childminder is a member of the National Childminding Association and the local childminder network. She is working towards being an accredited childminder with the local authority and a relevant Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The individual needs of children are met as the childminder has developed effective planning and organisation systems. Children are active and enjoy making choices in their play as they make good progress in their learning. The childminder has a good understanding of the Early Years Foundation Stage. Policies and procedures are effectively implemented to keep children safe and secure. A strong commitment to professional development has led to improvements and informs her self-evaluation procedures.

What steps need to be taken to improve provision further?

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

- consider using a self-evaluation system and quality improvement processes to assess what is offered against robust and challenging criteria
- ensure that parents have regular opportunities to add to their children's record
- ensure what is provided compliments the education and care the child receives in other settings.

The effectiveness of leadership and management of the early years provision

The childminder has a confident knowledge of safeguarding issues and the signs and symptoms of abuse and neglect. A clear and easily accessible written policy demonstrates her commitment to protect children. Children feel safe and quickly establish secure relationships with the childminder.

Risk assessments conducted for both inside the home and for outings help keep the children safe. A well-organised file provides clear and comprehensive information about how the children's safety is promoted. All records required for the promotion of the children's welfare and safety reflect the childminder's clear understanding of the need for confidentiality. The childminder has a keen ambition for quality. She has joined the local childminder network and is working towards accreditation with the local authority. She has used this process to help monitor the quality of her provision, although has not used quality improvement tools to assess what she offers against robust criteria.

Verbal and written information is shared with parents to inform and encourage their involvement in their children's care. Information about their children's achievements is effectively shared. Good relationships with parents mean they contribute resources to support their children's learning experiences. Parents have open access to their children's files, although they do not contribute to the children's learning files. The childminder has a good understanding of other settings children do or have attended. She has obtained information about the activities children experience there to help plan complimentary experiences for them. However, it is not clear in her planning systems how this information is used. The childminder provides an inclusive learning environment for children. A range of colourful resources reflecting a diverse society challenge stereotypical views. Good quality and effective use of toys and resources means children move freely, enjoying all areas of the premises.

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

The childminder plans an enabling environment in which children are active and enjoy learning. She promotes children's thinking and learning by asking open questions. She models enthusiasm for learning as she shows interest in the toys and activities. As a result children are motivated and fully engaged in their activities. The playroom is well presented with a range of good quality toys and equipment. Children show independence as they make choices in their play activities. The childminder's planning systems include long and short terms plans and identify learning opportunities in everyday activities, such as, meal times and outings. She makes observations and tracks children's learning. She is beginning to consolidate her systems to ensure all observations are used to inform her planning for individual children.

Children are happy. They sing and chat freely in their play. The childminder shows

she enjoys their singing. She reminds them of another version of the song they sing to reinforce safety procedures when outdoors. Her calm and consistent focus on safety means children are developing a good understanding of how to help keep themselves safe. The clearly labelled boxes with both text and pictorial labels enable children to tidy toys away independently. Children naturally show politeness saying 'excuse me' to attract attention or remembering to say 'please' and 'thank you'.

The childminder has realistic and challenging expectations of children. Younger children learn about colours as they choose their favourite colour cutlery and plates to use for lunch. Older children are asked about different shades of colours as they build elaborate towers with blocks. As a result the children easily recognise and sort colours, developing their problem solving skills.

All children learn about technology as they play with electronic toys. Older children independently choose electronic books. The childminder extends their understanding as she explains how the disc or switch works. Children show increasing dexterity as they hold the electronic pens, following the instructions given to change the page. The children develop their early writing skills as they use a range of tools to create colourful art work.

Children behave well and show a good understanding of the needs of others. They understand the younger children want to join in. They negotiate roles and actions for each other. For instance, as they play they sort out who has the tickets and what they should say when they board their imaginary ships. Children enjoy their mealtimes chatting to each other and benefiting from the freshly cooked food. They follow good hygiene routines as they wipe their hands and face after eating. They play actively both inside and outside the home showing a good attitude to exercise.

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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