

Inspection report for early years provision

Unique reference number	EY412371
Inspection date	27/04/2011
Inspector	Wendy Fitton
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 and lives with her husband and two children aged seven and three years. The premises are situated in the Burnley area of Lancashire, within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The whole of the premises is used for childminding, with the exception of upstairs areas. The childminder is registered to care for a maximum of four children under eight years. There are currently three children attending within the early years age range. The childminder 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 the children's individual needs. She has developed effective systems for planning and observing the children's progress and development needs under the Early Years Foundation Stage. There are very positive relationships with parents to actively engage them in all aspects of the organisation and to keep them up-to-date and well informed of their children's routines and learning. Policies and procedures for the safe and efficient management of the provision are in place and maintain the children's overall safety and wellbeing. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement continues to be developed.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the strengths and priorities for development that will further improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The children are protected and safeguarded as the childminder conducts effective risk assessments for the premises and for any outdoor activities. The childminder is fully aware of her role and responsibilities to protect children from any harm and follows the local safeguarding procedures. She has a written policy that includes information for parents in the event of any allegations being made against the her. The children are safe and feel secure in the premises. All safety equipment is in place and children know the areas they cannot access. The childminder shows commitment to supporting and enabling children to develop and learn, is actively using the Early Years Foundation Stage Framework documents and continues to

access further training programmes to enhance her practice. Since her registration she has made links with a local network of childminders and welcomes support from the local children's centre staff and other professionals. The childminder recognises her strengths and areas for development. However, the system of self-evaluation is ongoing to further develop and improve the quality of the provision.

There is good engagement with parents and they are fully involved in all aspects of the childminding provision to reassure them and help their children to feel secure. For example, the childminder promotes initial visits with parents and she encourages parents to leave children for short sessions to help them become familiar with the environment and the childminder. There are good levels of communication through verbal daily feedback and the use of a daily diary to share information. Parents have access to a wealth of information in the policies and from the welcome brochure presented to them at the start of their child's placement. Parents comment positively about the service they receive, are involved in completing evaluation questionnaires and make suggestions to the childminder. Children learn about differences as they meet with lots of people from different cultures and lifestyles. They access books, play figures and dolls that reflect diversity. They participate in festivals and celebrations from their local community and learn about different foods, traditions and religions. They can access all facilities and resources according to their needs and choose what they want to play with.

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

Children are very happy, secure and confident as they enjoy their time in the childminder's care. She has created a very calm, welcoming, child-centred environment where children are well supported and encouraged to learn. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging and have all their welfare needs met. The childminder has a good knowledge of child development and provides a wealth of experiences and learning activities. Children participate in trips to local centres, parks and the library and also go on shopping trips. The children lead their own play through free access to toys that they choose from the storage boxes and shelves, together with what is planned by the childminder. She gathers all important information from parents to find out children's needs and interests and the starting points for their learning. The childminder plans to a theme that is flexible to what children are interested in. She has a flexible weekly plan for the children who are attending on each day and this includes visits, outings, free play and crafts. The childminder takes photographs and records significant information through spontaneous observations. She is fully aware of children's interests and plans according to their leads. The childminder observes and assesses the children through the aspects of the Foundation Stage Framework and clearly identifies their future learning needs.

Children develop their social and personal skills as they work together as a team, sharing, taking turns and helping each other through games to promote a positive attitude to their behaviour. Children are encouraged to be independent as they

recognise their own toileting needs, put on their own shoes and coats and help to tidy away toys after themselves. Children enjoy creative and imaginative play as they use different textures and tools for paint, sand and play dough. They enjoy role play and develop their imagination through pretending to go to the shop on the motorcycle and dressing up in their favourite character costume. Children understand the importance of exercise and keeping healthy. They enjoy lots of outdoor play at parks and playgrounds. They play outside daily in the garden and use the large equipment and exercise as they walk to and from the various schools and toddler groups. They enjoy counting during their everyday play. For example, they match and sort colours and shapes and use number language when counting the pieces of toast. Children gain knowledge of the world around them as they enjoy lots of nature activities when digging for worms or hunting for bugs and insects. They discover different countries and taste different foods from around the world. They look at different clothes from different countries. Children are confident to ask for equipment and are able to self-select from the clearly labelled storage boxes.

Children are provided with a good, balanced diet and learn about being healthy and active. The childminder provides snacks and home-cooked foods according to children's individual dietary requirements. They access regular drinks throughout the day so they do not become thirsty. Children understand the importance of keeping safe as they learn about road safety, not accessing the upstairs areas and keeping the floor area tidy to avoid tripping. Children are really safe in the setting and feel secure and confident with their childminder. They approach her with confidence and make requests. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. The childminder is a good role model and supports and encourages positive behaviour through praise and nurturing.

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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