

Inspection report for early years provision

Unique reference number	EY413341
Inspection date	04/05/2012
Inspector	Jennifer Kennaugh
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 was registered in 2011 and lives in the Barrowford area of Colne, Lancashire with her child aged two years old. The whole of the house is available for childminding purposes, except for the main bedroom. There is an enclosed rear yard for outdoor play. The childminder is available to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom, no more than two may be in the early years age range and of whom, one may be under one year old. There are currently two children attending, who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children over five years. She is registered on both the compulsory and voluntary parts of the Childcare Register, as well as the Early Years Register.

The childminder is qualified to Level 3 in childcare. She is a community childminder in the local childminding network. She 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 promotes children's welfare and learning well, enabling them to make good progress towards the early learning goals. The childminder is knowledgeable about the Early Years Foundation Stage and children experience positive outcomes in their learning and development. Children are happy and secure and the childminder provides a welcoming environment where equality and diversity are promoted. There are sound partnerships with parents, who are consulted and informed of their children's daily care, routine and learning, although, ways for them to contribute to children's learning records are not fully developed. Suitable knowledge of how to form links with other settings, enhances continuity in children's education and care, when required. Self-evaluation is effective and the childminder is committed to making further improvements to this process.

What steps need to be taken to improve provision further?

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

- develop opportunities for parents to contribute to children's learning records beyond initial information
- develop further a culture of reflective practice and self-evaluation, in order to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are protected well in the setting because the childminder is knowledgeable about safeguarding due to relevant training. She has effective policies and procedures in place, which lead to good practical safety measures being employed. Thorough risk assessments for premises and outings help to prevent accidents and they are regularly reviewed. All documentation related to statutory requirements is in place, to ensure the safe and effective management of the setting. The childminder makes good use of the resources in her locality, visiting libraries, soft play centres, parks and the children's centre to enhance outcomes for children in her care. She makes resources easily accessible to children in the main playroom, to extend independence skills. She ensures that children have plenty of resources to maintain their interest and learning, while keeping sufficient space for them to develop their own play. The childminder uses the local toy library to extend her resources and provide new experiences for children. She is beginning to access further training, such as to join the local authority healthy eating scheme, in order to extend her practice.

The childminder evaluates her practice regularly, although, some areas receive more attention than others, such as the environment. While partnerships with parents receives less attention, giving rise to some imbalance in evaluation. She has prior experience in managing childcare and belongs to the local childminding network to demonstrate her commitment to maintaining good standards.

The childminder obtains information about children on joining the provision to inform her initial planning and to help them settle quickly. Parents receive daily verbal and written information about children's care, routine and achievements. The detailed children's development records are sent home several times a year or on request. However, ways for parents to contribute to children's learning records are not fully developed. As a result, information from this area is not available to plan for children's needs.

The childminder has a good understanding of forming links with other settings and has organised systems to support this when needed. She has effective links with the local children's centre and the childminding network, in order to support her practice. Policies and practice show a high level of awareness of how to promote equality and diversity in a childcare setting.

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

Babies explore their environment confidently, taking minor risks, such as climbing onto a child size chair, as they know the childminder will help them, if needed. They explore the environment and resources thoroughly, especially enjoying the low-level mark-making area in the bright, well-organised playroom. Good practical measures are taken to ensure children's safety, such as using gates to restrict access to the kitchen and stairs. Children have regular opportunities to practise the

evacuation procedure, so that they are familiar with it. On outings, she helps children to learn road safety and takes precautions, such as ensuring that they wear wrist-bands with their name and her mobile number. The childminder has thorough arrangements in place for other familiar childminders to care for children, in case of accident or emergency during the working day.

The childminder provides many opportunities for exercise, by using local parks and play centres, as well as the small rear yard, for outdoor play. She maintains good hygiene practice when preparing food. Babies anticipate the need to have their hands cleaned by holding them out to her before meal times, showing that they are familiar with the routine. Children enjoy healthy foods, such as fruit and yoghurt as part of a balanced diet. Healthy menus are displayed, so that parents can see what children will be eating each day. The childminder talks to children about how some foods, such as fruit are good for them and why others, for example, jam, should only be eaten in small amounts. This helps them to learn foods that contribute towards a healthy diet.

Children make good progress towards the early learning goals, as shown in the detailed records of their achievements. Planning incorporates individual children's needs and interests and frequent observations are recorded, which inform the childminder's planning. Good use is made of photographs and displays in the playroom to remind children of what they have done and to inform parents about their child's activities. Individual needs are well met and activities are inclusive, so that all children benefit from taking part, with adaptation if needed. The childminder plans an effective range of accessible activities on a daily basis, along with ones based on themes, such as Spring and lifecycles of animals. This provides comprehensive opportunities, along with relevant outings for children to enjoy their learning in all six areas of the Early Years Foundation Stage. She holds daily group times to develop children's turn-taking and communication skills. She bases this on individual needs identified through observation. Children join in enthusiastically with song and rhyme to learn number names and those of the months and days of the week. They develop creative and physical skills by making a painting with their feet, while moving to music. The childminder also helps them to learn the names of the colours they use, extending their vocabulary. Afterwards, she asks children how the paint felt on their feet and if they enjoyed it, developing their descriptive language.

Many festivals from different cultures are celebrated across the year, which enhances children's access to knowledge and understanding of the diversity of cultures in wider society and the local community. The childminder employs effective behaviour management techniques, including a 'traffic light' display to supplement verbal instructions. This helps children to learn appropriate social skills and make a positive contribution to the setting.

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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----