

Inspection report for early years provision

Unique reference number	EY414106
Inspection date	05/01/2011
Inspector	Michele Villiers
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 children aged seven and four years in Preston, Lancashire. The whole of the ground floor of the property is used for childminding. There is an enclosed section of the garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two pet cats.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. 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 aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. 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 is very enthusiastic in her approach and children play in a warm and welcoming family home. There is an inclusive environment and the childminder has developed close partnership working with parents, carers and others to meet the children's needs. All children make good progress in their learning and development through the close support provided and interesting play opportunities. Effective methods have recently been introduced to track the children's progress and monitor their development. The childminder is strongly committed to maintaining continuous improvement and has started to use self-evaluation to identify areas for improvement. All health and safety measures are in place, and daily checks help to minimise any potential hazards.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record any problems encountered and how they were resolved
- extend system used for evaluating planned activities following observational assessment in order to ensure that individual children are consistently provided with appropriate levels of support and challenging experiences.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding and child protection issues. She has undertaken training to support her knowledge, and has implemented written safeguarding policies and procedures to share with parents. The home is secure and regular risk assessments are conducted to help keep children safe. There is a clear procedure to follow in the event of a fire or emergency. However, the childminder has not yet practised the emergency evacuation with the children to further ensure their safety.

The home is organised effectively with good use made of the available space for children's play. Toys and resources are deployed well to promote the children's independence and allow them to make choices. The childminder communicates a commitment to continued improvement. Since registration she has attended several training workshops and evaluates her provision through observation and discussion with parents in order to identify areas for improvement. The childminder is mindful of sustainability and uses the local library, junk materials for art and craft, and teaches children about recycling. All regulatory documentation is in place and suitably organised for effective management of her provision.

Close relationships have been forged with parents, helping to meet the children's individual needs. Parents are kept very well informed about their child's progress and the activities provided. Daily record sheets are completed on babies and young toddlers detailing their routine, and parents may access their child's development report at any time. The childminder has also forged links with other provisions that children in the early years age range attend in order to ensure continuity of care.

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

The childminder has a good understanding of how children learn through play and uses every opportunity as a learning experience. The children excitedly explore their environment. They demonstrate a strong sense of belonging, helping themselves to toys and displaying their artwork. Planned and themed activities help children develop in all areas of learning. For example, they learn about the seasons through regular walks to the park and paint pictures to represent the winter and festivals, such as Christmas. The children's individual needs are met well, and the childminder ensures all children can participate in all activities. For example, child-size furniture and appropriate baby chairs enable children to sit together at mealtimes and for art and craft activities.

The daily routine is organised around the children's needs with a good balance of play opportunities. The childminder uses observation to monitor the children's development and has started to record her findings in children's individual 'Learning Journeys' across all areas of development. She includes photographs of the children playing and written captions about their achievements and future activities to promote their development. However, planned activities are not fully

evaluated to ensure the learning outcome is fully achieved.

The children's communication, literacy, and numeracy skills are fostered particularly well helping them develop good skills for the future. The childminder constantly talks to children and encourages them to use language to express themselves. Young toddlers communicate through sign and expression and the childminder uses repetitive words to reinforce their understanding. The children enjoy looking at books, listening to stories and practising their emerging writing skills through various mark-making opportunities. The children count and calculate constantly throughout various activities. They play hide and seek, counting to 10 before searching for each other. They have fun knocking skittles down with a ball and calculating how many are left standing. They recognise written numerals displayed in books and examine shapes when completing puzzles.

The children learn about technology and access toy cameras and music players. They become aware of the diverse world in which they live through several toys and books reflecting different cultures, and positive images of gender and disability. The childminder has devised laminated pictures of different people to use to complement activities. The children's health and physical well-being are promoted well. They play outside each day and regularly walk to local parks. Emphasis is placed on children having a well-balanced diet and they enjoy home-cooked meals with fresh ingredients. The children are taught about personal hygiene and they each have their own towel and flannel to minimise cross-infection. On outings the children learn about road safety, and in the home they are reminded to be careful during play. They know about people who help us and they dress up as the police, fire fighters, doctors and nurses.

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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