

Inspection report for early years provision

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Inspection date	14/11/2011
Inspector	Nicola Nolan
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 was registered in 2010 and lives with her husband and two children, one aged 20 months and one aged seven years old in the town of Accrington. The whole of the ground floor, the upstairs bathroom and main bedroom are used for childminding. The home is accessible with the exception of the first floor as there is no lift access. There is no outdoor play at the property. However, the childminder has access to the local park. The provision is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness. The childminder is registered to care for a maximum of four children under eight years in the Early Years Foundation Stage. The family has a pet dog. However, the dog is not in contact with the minded children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure in the childminder's welcoming, well-resourced home as she works closely in partnership with parents to meet the individual needs of each child. The childminder self-evaluates her provision and is committed to continually improving her practice, promoting better outcomes for all children. Overall, the childminder monitors the progress of the children and they make good progress in relation to their starting points. However, tracking the progress of the children is an area for development.

What steps need to be taken to improve provision further?

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

- develop further an effective system for tracking children's individual progress, in order to identify gaps in achievement more easily.

The effectiveness of leadership and management of the early years provision

Children are protected well because the childminder is aware of her duty to safeguard the children in her care. She protects children from harm and has a policy and procedure to follow should she become concerned about a child. Risk assessments of the environment and for outings are carried out regularly to ensure the safety of the children. Children are protected further because the childminder keeps an accurate log of accidents, medication that is administered and of fire drills that are carried out. Children easily access resources that promote progress towards the early learning goals because the childminder has a good understanding of the Early Years Foundation Stage and how the organisation of resources supports learning. Children's experiences are continuously improving as

the childminder self-evaluates her practice and has a clear vision for the future. For example, she has a wish list of resources she aims to purchase and intends to keep her practice up to date by attending regular training.

Children benefit from the relationships the childminder has with parents and carers. They have access to policies and procedures so they are informed about the setting and how their children's needs are met. She gives daily feedback to parents and carers about what the children have been doing. Parents are also given the opportunity to contribute to their child's learning. For example, they regularly provide photographs and observations that are included into their child's development files and used to plan for further learning. This means that parents are involved in their child's learning and progress towards the early learning goals is supported. Children also benefit from the partnerships the childminder has with other professionals and she works closely with them, in order to meet children's individual needs. For example, the childminder works closely with Speech and Language therapists, schools and Behaviour therapists. Children learn about the differences between people as the childminder is committed to promoting equality and diversity. Children play with resources that reflect equality and diversity positively. For example, they dress in fairy costumes and Sari's. This ensures children are able to develop their understanding about diversity.

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

Children are well settled and feel safe and secure with the childminder because she is very experienced and protects them from harm. For example, she nurtures their needs when they fall and hurt themselves and teaches them about road safety when they are out and about. Children have regular access to the outdoors despite not having access to the garden for outdoor play. Their experiences are extended as the childminder makes good use of the local environment and community. She takes them to the park regularly. This enables children to have opportunities for fresh air and physical exercise, as a result, their physical health is well promoted. These activities contribute to promoting children's personal and social skills and help them to develop a knowledge and understanding of the world. Children's behaviour is good and reflects the role model provided by the childminder. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. For example, they celebrate festivals from lots of different religions and cultures.

Children enjoy their learning because the childminder implements the Early Years Foundation Stage effectively. She records the children's achievements through observations and assessments. These are linked to the six areas of learning and identify how their learning should be extended. Planning of activities follows children's interests. This ensures the learning is purposeful and children benefit from enjoying their achievements. Tracking of progress is carried out, however, this does not easily identify gaps in achievement that could be identified and acted upon to extend learning further.

Children select and use a variety of toys and resources because they are accessible. This means that the children are able to make progress as they are in control of their own learning. The children are developing a nurture and love of books and stories, as they select books that are freely available in the environment. The children independently use mark making materials and develop their writing skills. The childminder encourages singing and regularly sings to them, which helps the children to develop early language skills. Information and communication technology resources are available for children in different age groups. For example, children enjoy listening to electronic character toys and take photographs using a digital camera. This enables them to make progress and develop skills for the future.

Children learn about number and counting as the childminder asks 'how many pink crayons are there?' and 'let's count them', '1, 2, and 3'. They try to fill lots of foods into shopping baskets as they learn to understand about capacity. Children are encouraged to develop their own creative ideas through play. For example, they use spoons and bowls to mix pretend food. They feel the texture and smell of fruits as they play with real limes and lemons in the purposeful context of the kitchen.

Children's personal hygiene skills are developing because there are daily routines in place. The childminder also sets good examples for them to follow. For example, she promotes regular hand washing and children have individual towels in the bathroom. Overall, children are making good levels of progress towards the early learning goals in all areas of learning.

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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