

Inspection report for early years provision

Unique reference number	EY417976
Inspection date	24/11/2011
Inspector	Janet Singleton
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 lives with her husband and four children aged 15, 11, and twins of two years. She lives in the Sabden area of Clitheroe in Lancashire. The childminder provides care from the dedicated room within the home which has its own entrance for her childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have two cats and two dogs.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all 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 works with an assistant. The childminder provides care before and after school. 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 has a good understanding of the Early Years Foundation Stage and supports children in making good progress towards the early learning goals. The childminder has good relationships with parents and effective partnerships are established with others. The learning environment is safe and there are good quality resources for the children. The required policies for the safe and efficient management of the setting are in place and regularly reviewed. The quality improvement processes, such as the self-evaluation is in its infancy. However, the commitment and drive to improve is good as the childminder is enthusiastic and motivated to better outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further the system for the self-evaluation of your childminding as a basis for ongoing internal review of your provision.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good. All checks for adults over the age of 16 are completed and in place and the childminder is aware that she needs to notify Ofsted of any changes that effect registration. The childminder has a comprehensive safeguarding procedure that includes whom to contact should she have any concerns regarding a child in her care. She maintains a safe and secure

playroom in which good quality resources are made accessible to the children. Through completion of the comprehensive risk assessment the childminder maintains a safe and secure home. Children are learning what to do in an emergency as they practise the emergency evacuation procedures, with evacuation plans being displayed. The childminder has a good understanding of the Early Years Foundation Stage to meet children's individual needs. She uses her observations and her good knowledge of the individual needs of the children to provide a fully inclusive setting. Her links with other agencies, for example, the school the children attend, means she is sharing meaningful information and as a consequence, a consistent approach to the children's overall development is taken. Equality and diversity is fully promoted because the childminder provides an inclusive environment in which children use resources that reflect the differences and similarities of people, for example, chinese resources, observe multi-cultural and dual language posters and use multi-cultural dressing up clothes.

The childminder is positive about making improvements and promoting good outcomes for all children. She is keen to move her service forward and is aware of the strengths and weaknesses of the setting. Parents and children are involved in the process and complete good quality questionnaires about the service. However, the ideas and information gained are not being formally recorded and it is difficult to know how the childminder uses his information to monitor and evaluate her provision to measure its effectiveness. The childminder has developed good relationships with parents participating in daily discussions about their child. They share good quality information including the policies and procedures of the setting. Parents comments are very positive and include the progress their children are making, the resources they can use and how their children enjoy themselves at the childminders.

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

Children are happy and enjoy their time at the childminders where they attend before and after school. The childminder's good knowledge of the children means she can plan effectively to meet their individual needs. Children make good progress in all areas of learning as they play and learn in a very child-centred environment. They delight in making excellent choices from the wide range of good quality resources as they decide their own play. Resources include the lovely dressing up items and dedicated role-play as they develop their imagination. They use paints, crayons, pens and paper to create masterpieces of artwork. They play extremely well together engaging in team work to make the snow. They read the instructions as they decide what they need for the activity. They carefully and precisely measure the water and ensure the ratio of water to powder is met as they learn how to follow the instructions. They mix the water and powder being enthralled at the changes taking place as they learn about the scientific element of mixing materials regarding the reaction occurring to make the snow. They laugh, giggle and squeal with delight as the mixture starts to expand. They anticipate what will happen and make an exit plan should the mixture fill the room, showing how they are using their imagination and solving the problem of a 'what might

happen' situation.

Children enjoyed making ice cream as they readily take part in mashing and measuring the ingredients. They readily take turns and respect each other as they ensure all have had an opportunity to take part. They learn about the natural world as they go for walks and explore the woods, grow seeds and find out how to take care of the world around them. They learn about their own community as they walk around the village and explore what it is like to live in a rural community. They find out what is provided and what they can access as they discuss the village life and have a sense of belonging. They learn about diversity as they observe positive images of the cultures and people of the world, for example, posters, books and use play resources within role play. They take part in the Chinese restaurant and celebrate their own and the festival of other. They celebrate thanksgiving and decide what they need to give thanks for as the childminder talks to the children about the meaning of thanksgiving and why we should be grateful.

The childminder includes the children in developing their understanding of good hygiene practises, through books, discussion and demonstrating good practice. They enjoy healthy snacks and take part in the preparation of their own sandwiches. The childminder promotes children's thinking as she asks good quality question, for example, what do you think? How will that work? What do you expect to happen? as she engages and supports them in their play. They have good opportunities to develop their physical skills with the outdoor opportunities provided. The children feel safe and move freely throughout the home. They are very well behaved and listen to the childminder, responding positively to instructions as she reminds them to be careful and discusses the consequences of their behaviour. Overall, children play and learn in a calm and secure environment conducive to 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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