

Inspection report for early years provision

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Inspection date	02/03/2012
Inspector	Linda Shore
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 two children aged 11 and seven years in Accrington, Lancashire. The whole of the ground floor and first floor of the property is used for childminding. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group.

The childminder travels to the local school to take and collect children and also attends the local playgroups weekly. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's safety is of high importance and they are safeguarded very effectively. They learn well to adopt healthy lifestyles, although currently they do not always have access to the outdoor play area. Children are making good progress as the childminder has an effective understanding of the Early Years Foundation Stage. However, observations are not fully used to identify individual learning needs. Self-evaluation is effective and the setting has a good capacity to maintain continuous improvement. Partnerships with parents and others are well established and have a positive impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the use of observational assessment to inform planning for each child's continuing development
- improve opportunities for children to access outdoor play on a daily basis.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting. The childminder has a very good knowledge and understanding of the possible signs of abuse and knows the correct reporting procedures to follow if there are any concerns about a child. The childminder is well-organised and record keeping is thorough and accurate. She and her husband have been vetted and are suitable to work with children. All required policies and procedures are in place and support the safe and efficient running of the setting. Comprehensive risk assessments for all areas of the home and external trips ensure risks are effectively minimised and children play and learn in a safe and secure environment. The childminder is making good progress

with well-targeted improvements identified through effective methods of self-evaluation based on input from both parents and children. The childminder is committed to developing her skills and knowledge through regular training on a variety of topics. For example, she is currently seeking support and training on observation, assessment and planning through the local authority.

Resources are well deployed in an environment where children make independent choices in the activities they select. Children particularly enjoy the musical play mats as they learn about cause and effect. The outdoor environment provides children with a broad range of play and learning opportunities in all weathers. For example, ride on toys, a covered area for sand and water play and a mark making board.

The childminder has established effective partnerships with other agencies, such as health visitors, development workers and other childminders. This ensures that a coherent approach to all children's individual needs is fostered and they are all given opportunities to reach their full potential. Comprehensive information is provided for parents through daily discussions and the sharing of children's learning journeys. Partnership with them is effective with many opportunities to be involved in their children's learning and development through regular parent feedback forms. Parents have well placed confidence in the childminder to address the individual needs of their children.

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

The childminder has a very good knowledge and understanding of the children's individual needs and provides a stimulating environment where children are excited and motivated to learn. Observations of children help to find out what children can do and these are used to plan for children's individual next steps in learning. However, these do not fully identify all priorities and gaps in their learning. Children freely move around in the spacious environment selecting activities which interest them. They develop their imaginations well as they access a wide range of creative opportunities, which includes sand, water, arts and crafts. Young children develop a sense of self and make secure relationships as they spontaneously cuddle the childminder during story time.

Older children learn to make a positive contribution to the setting as they take responsibility for the displays of children's photos, artwork and educational material. Communication is fostered well by the childminder as she talks to children clearly and at their level. Open ended questions stimulate discussion, with even the youngest children, as they are allowed time to think and respond. Children enjoy books, babies cuddle in for stories and older children learn to recognise letters and words, displayed at their height. They have lots of opportunities to learn about the wider world and cultural differences through artwork and celebration. Children's physical development is well-promoted with a good range of resources to support activity both indoors and out. They develop problem solving skills as they count during daily activities. For example, children

count the stacking cups as they build a tower.

Children have many good opportunities to learn about being healthy. They enjoy a well-balanced diet which is cooked fresh on the premises each day, and healthy snacks including fruit. The childminder is an excellent role model regarding the importance of personal hygiene and ensures the risk of infection is minimised during nappy changes and when a child is ill. Children have regular access to fresh air during walks to school, the park and particularly enjoy visits to the local chicken coop. The outdoor area is well resourced with a mark making board, sand and water, ride on scooters and wellington boots are available to fit all ages. Children are learning about the world through planting and tending a garden. The area is currently being developed further therefore children do not get opportunities to access the area daily.

Children are happy and involved and feel very safe due to well-nurtured relationships. They settle very well and confidently approach the childminder for reassurance or a hug. Children are very familiar and comfortable in the environment; they move freely and confidently between activities and know their environment very well. They learn boundaries and good behaviour through effective behaviour management. Children are taught respect for themselves and each other through learning about the world and other cultures and as a result are developing their own sense of self-esteem.

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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