

Inspection report for early years provision

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Inspection date	29/05/2012
Inspector	Kathy Leatherbarrow
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 2011. She lives with her parents and two adult siblings, one teenage sibling and a baby in Leyland, Lancashire, close to local shops, parks and schools. She co-minds with another registered childminder from the same property. The whole of the ground floor is available for childminding purposes and there is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with her co-minder they may care for a maximum of 12 children under eight years at any one time, six of whom may be in the early years age group. There are currently seven children on roll who are within the early years age range. 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 holds a level 2 qualification in children's care, learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good knowledge of each child's individual needs makes sure that the childminder successfully promotes children's welfare and learning. Children are safe and secure; however, some documentation lacks sufficient detail. As a result, a welfare requirement is not met. Children make good progress in their learning and development, although there is room to improve some aspects of their learning. Partnerships with parents and other agencies are highly effective in supporting children's requirements. The childminder strives for excellence and makes good use of regular self-evaluation and ongoing professional development to make well-placed improvements and increase the quality of care and learning.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 12/06/2012

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

- develop the outdoor environment so that is rich in signs, symbols, notices, numbers, words and pictures to support children's learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a good knowledge of the indicators of abuse and the procedure to follow should she have a concern about a child. She has used her training to compile her written policy document. The home is safe and well maintained and the children's safety is a priority. Risk assessment is comprehensive and details all risks which children may come into contact with. Children learn about keeping themselves safe through discussion about road safety, practising the fire evacuation procedure and correctly using equipment, such as the slide and climbing frame in the park.

All documentation is in place and well organised to allow ease of access should the need arise. However, her records show that on occasion prior parental permission is not sought for each and every medication administered to children and this means the requirement is not fully met. Confidential documentation is stored appropriately to maintain security. The childminder strives for excellence in all she does and regularly monitors her provision. Children and parents are all involved in the process through regular questionnaires, and their suggestions are catered for where possible.

Children benefit from a bright, attractive learning environment. Toys and resources are easily accessible for the children in low-level storage, which is attractively labelled. She also ensures that toys are rotated to develop children's interests. Children develop a good understanding of others as the childminder provides a good variety of resources and activities for them, which are not stereotypical or gender biased. For example, all children enjoy dressing up in available costumes and they are able to access a wide range of books to learn about different topics and interests.

Parents enjoy strong relationships with the childminder. They are kept fully updated about their child following the flexible settling-in sessions and are encouraged to share what they know about their child through detailed 'all about me' booklets. The childminder has effective systems in place for communicating with parents. She has produced a range of written policies that she gives to parents so that they know about her practices. She shares the well-presented children's 'learning journeys' with them to involve them in their child's learning.

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

Children thrive in the stimulating and exciting play areas, both inside and outside. They move freely among the activities, accessing resources independently, such as role play, mark making, books and puzzles. Outside they access sand and water, ball games and a range of different sit-and-ride toys. The childminder talks to them continually about where they are going and extends their understanding and learning through effective questioning. They make marks using a wide range of tools and implements, and enjoy making pictures of different people's faces on

paper plates. This develops their control and forms the basis for writing. Children enjoy books and are beginning to learn that print carries meaning as they point out familiar letters. However, there is limited print in the outdoor environment, such as, labelling, numbers and symbols to further support their understanding. They have a range of different puzzles and shape sorters to develop problem-solving skills; they count how many children are present and recognise numbers on the computer. Children are confident when accessing equipment to support their understanding of information and communication technology as they play music and use role play equipment, such as telephones, tools and tills. Children learn about the diverse nature of society through reading stories and interacting with the good selection of resources.

Developmental records of the children are effective and show that they are making good progress towards the early learning goals. Initial information is used to form a starting point and children's development is then tracked through observations linked effectively to stages of development. Keepsake folders containing photographs show children from their first day and are a detailed record of their development.

Children are safe and well cared for. The childminder places great emphasis on safety and reinforces this with the children at regular intervals, both on and off the premises. Children clearly have very close attachments to the childminder and look to her for reassurance. She is always on hand should the need arise. Children eat a wide range of home-made, healthy and nutritious meals and snacks. They thoroughly enjoy the wholemeal sandwiches, cucumber, carrot sticks and yoghurt for lunch. Children's individual requirements or likes and dislikes are also carefully considered and their needs are fully met. Children are cared for in an environment which is kept clean through stringent hygiene practices. Nappy changing and rest arrangements are particular to each child, both in timing and in practice. Children have continuous access to indoor and outdoor provision throughout the day, which secures their understanding of the importance of regular exercise as part of a healthy lifestyle.

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	3
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	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	3
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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