

Inspection report for early years provision

Unique reference number	EY422980
Inspection date	16/11/2011
Inspector	Diane Hawkley-Holt
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 2011. She lives with her husband who is also a registered childminder and their two adult children and one child aged 14. They live in the Coppull area of Chorley. The local area offers a Children's Centre, library, parks and various groups. The family pets are two dogs.

The whole of the ground floor of the childminder's home is used. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register. Registration is for six children aged under eight years when working alone. When working with another childminder she may care for eight children under the age of eight, of which no more than six may be in the early years age range. There are five children on roll at present and of these three children are in the early years age range. The setting supports children who speak additional languages.

The childminder cares for children weekdays from 7.30am to 6pm all year round. The childminder is working towards a level three qualification in childcare. She is a member of the local childminding support group. Advice, support and training are gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is appreciated and well supported as the practice is inclusive. Policies and procedures are established and clear, which results in the promotion of children's welfare being good. The childminder has a good understanding of most of her strengths and areas for improvement in her setting and takes steps to continuously improve her service. She has built strong relationships with parents and other professionals to promote secure and consistent care for children. All children in the setting are making good progress.

What steps need to be taken to improve provision further?

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

- develop further systems for tracking children's progress towards the early learning goals to identify learning priorities and plan for further progress
- develop further systems for reflecting on practice and self-evaluating in order to continue to improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder is knowledgeable about local safeguarding policies and has effective procedures in

place to manage any concerns she may have about children in her care. The childminder and her family are appropriately vetted and are safe and suitable to work with young children. This means that children are safe and secure in the setting. The setting is homely, well organised, clean and bright. The childminder carries out regular safety checks and there are comprehensive risk assessments which are regularly reviewed. This means that children are able to move safely and freely around the building.

The childminder has a good understanding of the Early Year's Foundation Stage and uses this well to support children in their learning. The environment is exceedingly well resourced, organised and accessible to the children. The equipment is changed to suit the children's interest and ability. For example, the childminder introduced a touch sensitive mark-making mat to support a child's writing skill and interest. In addition to planning, children can choose daily what they would like to play with. This means that they are able to thrive and make good progress in their development.

The childminder is aware of her strengths and weaknesses. She continually looks for ways to improve her provision for the children. Parents have completed a questionnaire on the setting and the childminder uses the feedback to improve her setting. She has attended a training session on observing and assessing children's progress. This has improved the individualised planned opportunities for children in the setting. She continues to reflect on her practice and attends training to develop whenever she can. She continues to set some appropriate targets. However, broad development plans may not ensure well-targeted improvements that directly benefit the children. She has established regular fire practices. This means the children are secure in the fire procedure and are kept safe. The childminder forms close working relationships with parents and carers. The childminder obtains useful information about each child, such as their likes and dislikes, and she has a good induction process which enables her to find out from the parents how best to look after their children. This means that parent's wishes and children's individual needs are effectively met. The childminder and parents share important information about the child's progress on daily feedback sheets. Parents are encouraged to share the progress from home with the childminder, this means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with local schools, playgroups, childminding networks and the local Sure Start advisory service, that are involved with the children are established and contribute well to supporting children's welfare and learning.

The childminder has an effective equal opportunities policy, which is regularly reviewed, and the setting is well resourced with a variety of equipment that depicts people with different abilities and backgrounds. She considers all children as individuals and plans for their unique interests and needs. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are guided by the childminder to use the equipment safely, and to clear up areas after use. Children are kept safe as they follow safety guidance when they use the bicycles indoors and feel safe to take appropriate risks when climbing as they are given clear guidance by the childminder.

Children's good health is promoted because the childminder provides a clean and homely environment where children develop good independence with their personal care. For example, they know to wash their hands after using the toilet and before snacks. Children are provided with their own hand towels. Children are protected from cross-infection because the childminder ensures the equipment is cleaned to a high standard and checked daily. There are good procedures in place for recording accidents and administering medication, which promotes children's good health. They learn the importance of healthy eating because they are provided with home-made healthy meals and fruits which they thoroughly enjoy and the children are able to choose their favourites.

Children enjoy the benefits of fresh air and exercise. Children's physical skills are well developed because they have a garden to play in which is well equipped and secure. They also have regular trips to the swimming pool and toddler groups, which contributes to their good health. Children enjoy activities which promotes their physical well-being, for example, playing on slides, swings, and bikes and running in the large outdoor space.

The childminder observes the children regularly and she records some of their progress through pictures and comments in their learning story. However, children's actual progress towards the early learning goals is less well tracked. This means that children are less well challenged to progress to their full potential. Nevertheless, children are making very good progress in communication, language and literacy as the childminder spends time speaking to the children and encourages communication between the children. Children independently access a wide variety of books and there are plenty of opportunities for children to write and record their own learning. The children also use technology regularly in the setting using electronic equipment and a small child computer. Problem solving, reasoning and numeracy are embedded in all activities offered, especially during the many craft events that the children take part in. Consequently, children are making very good progress towards the early learning goals in all six areas of learning.

Children behave very well in the setting because the childminder gives clear explanations and sets appropriate boundaries. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. Children are encouraged to respect each other's things and they are encouraged to share and take turns. This is because the childminder makes effective use of books and activities to introduce new ideas and promote diversity. For example, the children enjoy celebrating Eid Mubarak, making cards and reading stories about the festival.

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	1
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	1

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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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