

Inspection report for early years provision

Unique reference number	EY428898
Inspection date	16/01/2012
Inspector	Anne Mackay
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 and their adult child in their home in the area of Bacup, Rossendale. The whole of the ground floor with the exception of the utility room is used for 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 has four cats as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range and of these, not more than two may be under one year at any one time. There are currently six children on roll, three of whom are in the early years age group. All children attend on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder maintains a safe environment with comprehensive risk assessments and a system of daily checks being in place. All the required records are efficiently kept and secure systems are maintained ensuring that children's welfare is promoted well. Children are making satisfactory progress in their learning and development and children's needs are catered for on an individualised basis. The childminder is at an early stage in reviewing her practice to highlight strengths and any areas for development. Methods for observing, recording and planning for children's development are emerging. The childminder has yet to develop links with other settings who are delivering the Early Years Foundation Stage. She presents a positive attitude and ability to continually improve the setting for the benefit of the children.

What steps need to be taken to improve provision further?

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

- use regular observations of children to assess the progress that they are making and plan appropriate play and learning experiences based on the child's particular interests and needs, with particular reference to problem solving, reasoning and numeracy
- develop a stimulating environment that offers a range of activities that will help extend children's learning, both indoors and outdoors
- extend the process of self-evaluation to highlight strengths and identify further areas for development to ensure continual improvement.
- improve links with other settings delivering the Early Years Foundation Stage to promote good quality care and education for each child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder has undertaken relevant training on child protection and has a good working knowledge of local safeguarding procedures. The childminder has a comprehensive set of risk assessments in place which results in children being able to move freely and securely around the setting. The childminder is thoughtful and organised in her approach, for example, ensuring that the appropriate car seats are all properly secured in the car for use before the children arrive. This means that children are kept safe whilst on outings.

A suitable range of age-appropriate and clean toys are available which the childminder rotates to keep children occupied. Although resources that interest children are readily available, further resources to promote a richer and more varied environment are not as readily accessible to them. Care is given to ensuring that children can enjoy the company of the family pets and learn about animals and nature whilst ensuring that hygiene issues are well managed. The childminder offers sensitive support to children with allergies, discussing their needs with parents and making sure that the environment is adapted accordingly. She plans activities according to the individual needs of children. This means that all children are included and valued, with their needs being identified and addressed.

The childminder establishes clear relationships with parents to enable relevant information to be shared. Required records are in place, enabling her to care for children in line with their individual needs and according to parents' wishes. The childminder obtains details about children's starting points, routines, likes and dislikes. This means that she is able to provide them with a suitable and enjoyable environment. The childminder communicates with parents through making available a daily diary as well as keeping them informed verbally about their child's day. She has undertaken questionnaires with parents and implemented suggestions to encourage children to develop good behaviour and respect for others.

The childminder takes advantage of the support provided through the Local Authority, accessing some networks and training that will enable her to meet children's needs more fully. She has yet to establish relationships with the local schools and settings delivering the Early Years Foundation Stage. The childminder has begun to look at evaluating her own practice and has sound awareness of her own strengths and areas for development. For example, she has identified a need to ensure a more varied range of outdoor resources and activities, especially as the weather becomes warmer. The childminder has not yet identified targets to promote the continuous improvement of the provision.

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

The childminder has made a promising start to her childminding business. She has begun to carry out observations on children to inform planning for individual children and has introduced a recording system of observation which supports children's learning. However, a systematic approach to completing this process is not yet in place and it is less clear how it informs planning to support children's progress towards each of the six learning goals. Children form secure attachments with the childminder, which promotes their self-esteem and emotional development effectively. Babies explore the environment with interest and develop a curiosity about the world. They crawl around and play with musical toys, gurgling at their successes which are praised by the childminder.

Children are happy and settled and enjoy their time with the childminder as they make satisfactory progress towards the early learning goals from their starting points. The use of the television is carefully monitored, maximizing the opportunities children have for imaginative play with dolls for example. A range of children's books are readily available. This means children are able to, independently and with support from the childminder, develop their language skills through reading and joining in with rhymes. Whilst children are provided with experiences and activities that cover most aspects of the Early Years Foundation Stage, there are limited opportunities for them to develop their problem solving, reasoning and numeracy skills.

The childminder promotes a healthy diet and gathers relevant information from parents to ensure she caters for individual dietary needs. She cooks her own meals or gives meals provided by parents as requested. Healthy snacks are also offered with water available to ensure children are well hydrated. The childminder recognises the importance and benefit of fresh air and exercise and plans most days for children to visit the local park or go and feed the ducks. Effective hygiene practices are place in the home, for example, changing and disposal of nappies. Older children have their own towels to encourage good hand washing practices and to promote independence. This means that children's good health is effectively promoted.

The childminder supports children through providing encouragement and praise. They learn about the world by celebrating major festivals, such as Chinese New Year. Children are encouraged to use and share words from other languages that they have heard within their home environments. The childminder's calm manner encourages children to develop respect for one another and she gently reminds them when necessary. Children learn to develop good behaviour through her example. Overall, children play and learn in a calm and secure environment which is conducive to their making satisfactory progress in their learning and development.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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