

Inspection report for early years provision

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Inspection date	05/03/2012
Inspector	Jeanette Brookfield
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 own child aged 9 years and they live in the Ashton area of Preston. The premises are within easy reach of local shops, parks, and playgroups. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary Childcare Register to care for a total of six children under eight years and she currently has two children on roll in the early years age range.

Facilities for children within the family home comprise of the lounge, playroom, kitchen and downstairs bathroom. There is a small outdoor play area to the rear of the house. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder generally uses her knowledge of individual children to effectively cater for their specific needs and keep them safe. Partnerships with parents are effective in supporting children's progress although the partnerships with other providers delivering the Early Years Foundation Stage are not fully developed. Most regulatory documentation are in place, however, although she is aware of the importance of implementing a system for self-evaluation she has not yet developed this. Thus, there is no clear focus for driving future improvement.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident.
(Documentation)
- 19/03/2012

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

- extend the range of resources and activities that help children to know about their own cultures and beliefs, and those of other people
- improve the systems for self-evaluation to form the basis of on-going internal review and help plan future improvement
- use systematic observations and assessments of achievements more effectively to identify clear learning priorities and plan motivating learning experiences for each child, linking these to the expectations of the early learning goals
- enhance the activities that help children to learn about the importance of

making healthy food choices and physical exercise.

The effectiveness of leadership and management of the early years provision

The childminder has a written safeguarding policy and applies good practice to safeguard children. She is aware of the signs and symptoms of abuse and has the contact details of the relevant agencies should she have any concerns. Written risk assessments have been completed and the home is safe and secure. However, the risk assessments do not state when they were carried out, by whom and the date of any review, which means the requirement is not met. Fire safety equipment is available and the emergency evacuation procedure is practised with the children regularly helping them to develop an understanding of what to do in an emergency.

As yet the childminder has not implemented a rigorous system for self-evaluation. However, she has begun to seek information to help her improve her service for example, from the early years development team. She has begun to take action, such as improving the 'All About Me' documents to gather information about a child before they start and she recognises the benefits of a more formal system for self-evaluation to help drive further improvement.

The childminder provides an inclusive service which is welcoming to all children. Children access an adequate range of activities and experiences and the childminder is beginning to observe, assess and record each child's progress and development. She provides toys like small blocks, jigsaws, books and dolls for young children to access independently. However, the opportunities and resources to extend children's awareness of diversity and differences are limited and the childminder is aware of the need to include more resources that reflect disability. On occasion she has introduced activities or food tasting linked to the celebrations of other cultures, such as Chinese New Year. The partnership with parents contributes to ensuring the needs of the children are met and continuity of care is promoted. She understands the need to have suitable arrangements in place with other providers, such as nursery and school. Children enjoy good levels of adult attention as the childminder is attentive, she sits and plays with them on the floor throughout their day and encourages them in a range of activities. Routines, for example, when the children all sit together to have snack, are helping to develop their sense of community.

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

Children feel safe and settled in the childminder's care. She provides a homely and friendly environment where children are provided with a good level of support to help them to settle and feel comfortable. Consequently, the children's behaviour is generally good and they are learning what is right and what is wrong. They are encouraged to take turns and share during all activities. The childminder has begun to undertake observations of the children's achievements and is beginning

to use this information to plan for the children's next steps in their development. However, these do not always match the observations to the expectations of the early learning goals and, therefore, the learning priorities to inform future planning are not always identified. This system is in its early stages as the childminder has only recently started to care for children. The childminder supports the children well in their learning and development through carefully organising activities. They learn about the world around them, as they go for walks into the local area to visit the post office or visit local playgroups. When out and about in the community children are learning to keep themselves safe for example, the childminder talks to them about road safety and explains how to use pedestrian crossings safely.

Children are supported appropriately to gain information and communication technology skills. For example, they use the toy laptop to make music or animal sounds, which successfully engages their interest and promotes positive learning skills for the future. Children have daily opportunities to develop their physical skills as they thoroughly enjoy riding the hobby horse skilfully around the play room, jump in the small ball pool and chuckle, as they are spun in the 'blimbo' seat. There are some mark making materials available within the home and the children enjoy sitting together to draw and colour pictures. The childminder encourages young children to name the shapes they are making, such as circles or the green or yellow pencils they are using. They begin to count, with the childminder's support, how many blocks they have used to build a tall tower. These activities along with toys which encourage problem solving, such as, jigsaws and shape sorters provide early experiences that successfully help build skills for the children's future. Children regularly listen to music and enjoy singing their favourite rhymes whilst playing out the tunes with their choice of musical instrument, the cymbals or rainmaker instrument. Children enjoy books and are beginning to learn that print carries meaning as they share favourite stories about twins and giants.

Children benefit from the well-balanced and healthy snacks and meals that are freshly prepared and provided for them. For example, children enjoy homemade chilli con carne for lunch, which is prepared by the childminder. Fresh fruit is readily available as are drinks of water to ensure the children remain suitably hydrated throughout the day. Children learn good hygiene routines and are taught to wash their hands appropriately, for example, before meals and after using the bathroom. However, some opportunities are missed through discussion to fully develop children's understanding of making healthy food choices, and the importance of following good hygiene routines.

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	3
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	3
The extent to which children adopt healthy lifestyles	3
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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