

Inspection report for early years provision

Unique reference number	EY434366
Inspection date	26/04/2012
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.

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 husband and children aged six and four years in Chorley. The whole of the property except for the master bedroom and the garden is used for childminding. There is a nearby park available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have two pet cats.

The childminder is registered to care for four children at any one time of whom two may be in the early years age group. She also offers care to children aged over five years. She is currently caring for two children in this age group. She is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder recognises the uniqueness of each child and ensures their needs are met through sufficiently monitoring their development. As a result, children make some progress towards the early learning goals. Children's welfare is well supported through well-implemented safety procedures, however safeguarding procedures regarding notifications are not secure. Effective partnerships with parents and others mean that children's individual needs are mostly satisfactorily met and supported. The childminder demonstrates commitment to continuous quality improvement, but self-evaluation, which helps to drive ambition forward, is in its infancy.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of safeguarding children procedures to be able to implement the safeguarding children policy and procedure appropriately. (Safeguarding and promoting children's welfare)(also applies to the compulsory part of the Childcare Register).
- 10/05/2012

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

- further develop the self-evaluation processes to continually assess what is done well and what needs to be improved
- improve images and resources to reflect positive images of other culture and disability
- develop records of children's development so that they more accurately

reflect children's continued progress towards the early learning goals given their starting points and involve parent's in their children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder's safeguarding policy is clear and provides parents with the information they need so they understand the childminder's responsibility in safeguarding their children. She has the relevant knowledge and understanding of possible indicators of abuse and neglect and has the local contact numbers in place if required. However, her knowledge of the required notification procedure regarding safeguarding allegations is not secure, which is a breach of requirements. All required documentation is in place, fully up-to-date and organised well. Children's safety is further promoted as the childminder does daily checks of the available space and maintains close observation of the children at all times. This is supported by a suitable record of risk assessments for the home and outings. All children, including, the very youngest, learn about keeping themselves safe by being involved in practising the fire evacuation procedure, which is then recorded appropriately.

The childminder has only recently commenced minding and this is her first inspection since registration. She is keen to develop her practice having completed level two training previously. As yet, the childminder has not fully implemented a rigorous system for self-evaluation to assess areas for improvement and address any weaknesses. However, she demonstrates motivation for further improvement. She has begun to seek information to help her improve her service, for example, from fellow childminders and the early years development team.

The childminder provides a warm and caring environment. She is a positive role model who helps children develop a caring and positive attitude towards others. There is an adequate range of age-appropriate resources, which are made easily accessible to older children. Less mobile very young children are surrounded by toys and are encouraged to reach out and touch by the childminder's warm and sensitive interactions. The childminder knows the preferences of the children and uses musical toys, rattles and cuddly toys to provide entertainment and comfort. The childminder deploys herself effectively to make sure the children's needs are met. A few of the resources available to the children reflect the wider diversity and disability of today's society and the childminder is aware of the need to include more resources to reflect this.

The childminder has established a successful initial contact system with parents and carers, which ensures all key information is shared and daily verbal exchanges along with communication sheets take place, to ensure information remains up-to-date. Consequently children's individual needs and routines are appropriately attended to. The childminder demonstrates an understanding about the importance of creating a framework for partnership working with other settings and professionals when the need arises. The childminder has a sound

understanding of the steps to take regarding partnership working should any child have a special educational needs and/or disabilities.

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

Children are cared for in a safe, secure and stimulating environment. The childminder places good emphasis on safety and demonstrates the need to reinforce this with the children as they get older, both on and off the premises. All aspects of their welfare are appropriately promoted by the childminder, who values each child's unique contribution to her setting. Children's personal, social and emotional development is appropriately fostered. They benefit from loving and affectionate relationships with the childminder, which help them feel safe. Babies routinely seek reassurance and snuggle into the childminder when tired. The childminder knows each child well. She quickly recognizes when they are tired or hungry and responds to meet their individual needs. Monitoring systems are being developed for each child and include photographs of the children playing and some observational notes. Although next steps and continued progress are not always clear as they do not fully link to the Early Years Foundation Stage. Information for learning and development is shared with parents but their comments about progress are not yet included. This means that children's development is not always effectively tracked.

Children are very settled and content in the childminder's care. They happily sit on the childminder's knee where she encourages them to hold rattles and other small toys. Children's emerging language is continually encouraged by the childminder and babies express themselves confidently, both verbally and non-verbally. They hold regular conversations with the childminder as they babble in response to her questions. From an early age, children are learning about the importance of good behaviour and are praised for their efforts and achievements. They enjoy feeling different textures in books and pulling on small handles and keys. They grasp small musical instruments and shakers and the childminder promotes technological understanding by pressing buttons on toys for them to see the reaction. This develops their hand-eye coordination, mathematical understanding and ability to use programmable toys. They wonder at the natural world on their visits to the local park. They listen to the birds and have their attention drawn to the trees and flowers. They wiggle their arms and legs as the music plays on a compact disc player. The childminder enhances this by singing and knows that a particular piece of music seems to be enjoyed more. Photographs show children enjoy being messy, creating pictures with paint and these are displayed on the lounge door. This shows that their work is valued. They have regular opportunities to be active and enjoy going to local indoor play areas and toddler groups. This also enhances their social skills and develops their confidence.

The childminder demonstrates an understanding of the need to offer children a wide range of healthy meals and snacks, including, sandwiches, with fruit and yoghurt for dessert. She supports parents with their baby's weaning routine by offering healthy breakfasts, for example she makes home-made porridge when they arrive. Children enjoy the praise they receive from the childminder,

responding with smiles and giggles. This increases their confidence and self-assurance that they are special and clever.

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- improve knowledge and understanding of safeguarding children procedures to be able to implement the safeguarding children policy and procedure appropriately (Arrangements for safeguarding children). 10/05/2012