

Inspection report for early years provision

Unique reference number	EY434427
Inspection date	13/06/2012
Inspector	Sandra Williams
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 two adult children and a seven year old son in Heysham, Lancashire. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden available for outside play. The childminder lives close to schools, pre-schools and a children's centre. The family has a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are in the Early Years Foundation Stage. The childminder also offers care to children aged over five years. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association, the Bay Childminding Network and the Community Childminding Scheme. She is accredited to provide funded early education for three-and four-year-old children. The childminder holds a National Vocational Qualification at level 4 in childcare and has many years of experience working with children and young people with learning difficulties.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's uniqueness is recognised and respected by the childminder and their individual needs are well met. They enjoy a wide range of activities and are making good progress in most areas of their learning and development. Children are kept safe and secure due to the childminder's implementation of her thorough health and safety procedures. Partnerships with parents are strong and partnerships with other professionals are developing. This means that a consistent approach to the children's care and learning is being developed. The childminder has completed a thorough self-evaluation process and is clear about her strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- ensure continuity and coherence by further developing a two-way flow of relevant information with other professionals where children receive education and care in more than one setting
- further develop the range of resources and activities to nurture children's respect of their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Children are kept safe in this childminder's care because she has a good understanding of the health and safety requirements and is conscientious in their implementation. She has a good knowledge of safeguarding issues and procedures and is fully aware of her responsibilities and duties to protect children. When visitors call at the house, the childminder ensure that their identification is checked. They sign the visitor's book and are not left alone with the children. The childminder undertakes risk assessments of potential hazards in the house and on outings and reviews her written records regularly. All of the documentation required for the smooth running of the setting, such as written policies and daily records are well organised.

The childminder plans and organises a stimulating range of activities that are based around the children's interests and ideas. The play resources are well deployed in labelled boxes and displayed on low shelves. This means that the children can independently select their chosen toys and books. The childminder conscientiously provides a professional service and is committed to continuous professional development. She makes good use of local authority training and support in order to keep up-to-date with current legal requirements and good practice. She evaluates and reflects upon her practice and has completed a thorough self-evaluation process. This clearly identifies her strengths and areas for further development and continuous improvement.

The childminder promotes equality and diversity in this inclusive and homely environment. She knows the children very well and respects their individual personalities and interests. She draws upon her vast experience of previously working with children with additional needs in order to fully support children attending who have special educational needs and/or disabilities. Children have access to some resources and activities that help them learn about diversity. However, the range of activities is not completely developed to fully support their learning in this area. The childminder has very positive relationships with the children's parents. They are relaxed and able to freely share information about their children's individual needs. The childminder actively encourages parents to be involved in their children's learning by regularly discussing their progress and encouraging them to contribute to their learning journeys. The childminder is developing links with other providers and professionals in order to promote a consistent approach to the children's care, learning and development. This is in its early stages and is not yet fully established.

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

Children enjoy their time spent with this friendly and nurturing childminder. They quickly make themselves at home by choosing activities that interest and motivate them and they soon become engrossed in their chosen play. The childminder uses her good knowledge of the six areas of learning and development to plan

stimulating activities based around the children's interests and suggestions. The children have individual learning journey files which contain written observations, photographs, and examples of their art work. The observations are linked to the early learning goals and the children's next steps in their learning are well planned. This ensures that children are making good progress in their development and learning towards most of the early learning goals. The children have many opportunities to make marks, for example, with chalks on the chalk board and as they 'paint' the shed with water and paint brushes. The children are making good progress in their literacy skills as the childminder takes them on regular visits to the library for story time. They develop skills in information and communication technology as they play with a good range of programmable toys, such as cash tills and push button toys. Children also use the computer and enjoy viewing photographs taken on the digital camera. They learn about numbers and shapes as they make shapes with the play dough and bake biscuits in the shape of crowns to celebrate the Queen's jubilee. Children have opportunities to be creative as they enjoy role playing with the toy kitchen and explore the items in the treasure basket. Much of the children's art work is displayed on the walls which gives them a sense of pride and of being valued.

Children learn about keeping themselves and others safe. For example, the older children are careful to keep small toys away from babies in case they put them in their mouths. Children feel safe due to the good level of reassurance and encouragement provided to them by the childminder. As they move about the garden, they carefully negotiate the steps and ask the childminder for help when needed. The children adopt healthy lifestyles by enjoying fresh air and exercise as they play with the wide selection of play resources in the garden. They develop their balance and coordination as they jump on the trampoline and manoeuvre around on the sit and ride toys. Children enjoy regular trips to the park and the soft play centres, which also provides them with physical exercise and the opportunities to play with other children. They are learning about the importance of healthy eating as they enjoy fruit and milk for snack. They learn about where food comes from as they help the childminder to grow fruit and vegetables in the garden. Children are learning the importance of good hygiene practices as they wash their hands and dry them on their individual hand towels. The children are well behaved and are learning to be respectful of others. They understand the childminder's rules, such as being kind to each other and developing good manners, such as saying 'please' and 'thank you'. Children are growing in confidence, self-esteem and independence through the encouragement of the childminder, so promoting their development and skills for the future.

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	2
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	2
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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