

Inspection report for early years provision

Unique reference number	308363
Inspection date	29/10/2008
Inspector	Lesley Sharples
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since October 1995. She lives with her husband in the south shore area of Blackpool. The local area is close to two schools, parks and other open spaces.

Facilities for children comprise of a designated playroom, toilet facilities and the kitchen on the ground floor. Additionally, children each have their own designated bedrooms upstairs plus use of another bathroom. There is a fully enclosed garden for outside play to the rear of the house.

Registration is for a maximum total of six children under eight years and one child may be looked after overnight. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

Currently there are four children on roll who attend on different days, all of whom are under five years. The childminder supports children with learning disabilities and difficulties. Working days are each weekday from 08.00 to 17.00.

The childminder has completed the Developing Childminding Practice Certificate and National Vocational Qualification Level 3 in Early Years Care and Education in May 2005. She is a member of both the Teen Parent Network and the Special Needs Network in Blackpool. Advice, support and training is gained from the local authority.

Overall effectiveness of the early years provision

Children fully benefit from the childminder's willingness and positive attitude to strive for improvement in her provision for children in order to meet their individual care and early education needs. Effective partnership with parents, links with others and learning opportunities means that children are progressing and achieving well. She is highly professional and very motivated in offering children the best she can and attends training to support her enthusiasm. She is beginning to reflect where improvements can be made and identify some solutions. Inclusive practice is very well addressed and individual children feel a real sense of belonging in the home.

What steps need to be taken to improve provision further?

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

- develop ongoing assessment arrangements of individual children so that future planning responds to learning priorities
- increase information within the equal opportunities policy to reflect the statutory guidance.

The leadership and management of the early years provision

The childminder is increasing her understanding of the requirements of the Early Years Foundation Stage. The positive approach to her professional development and implementing aspects of practice to meet requirements, impacts significantly on children in her care. Improvements in practice include systems designed to incorporate the learning and development of each child. This illustrates the childminder's developing understanding of the importance of observing children and assessing their achievements in the six areas of learning. Self evaluation is in the early stages. The childminder recognises areas of weakness in relation to undertaking more observations and planning for children, which she is addressing by understanding about the importance of individual needs.

Partnership with parents is strong because the childminder requests plenty of initial information in order to meet their children's needs and continues to build upon this by exchanging clear information, both written and verbal, about how their child spends their time and what they are learning. Links with learning at home maximises development opportunities. Parents views are sought about the childminder's practice within a questionnaire and positive responses are received. Partnership is extended to working with many other professionals in ensuring children progress towards the early learning goals. This includes finding out what children do at other settings and complimenting activities. As a result, children are achieving as well as they can.

Children are safeguarded because the childminder ensures their environment is secure and maintained without any hazards. She ably demonstrates complete understanding of child protection issues and how she must respond. Her work is supported by documentation and written policies and procedures which relate fully to the requirements, apart from information within equal opportunities. Especially notable, are the comprehensive risk assessments for all aspects of her work, both in and out of the home. She has implemented both recommendations made at her last inspection which required and her to display her certificate of registration and to practice the emergency evacuation procedures. As a result, children remain safe.

The quality and standards of the early years provision

Children feel loved and supported within the childminder's home where they enjoy their play and learning. The learning environment is very well organised and rich in opportunities which meet their all round development needs. The childminder ensures a balance of adult-led and child-initiated activities which increases their confidence and self esteem. Children access resources from well-thought-out storage systems and play very well together. They also engage enthusiastically with the childminder, enjoying songs and stories as well as many creative experiences. Children enjoy their learning and are beginning to be active learners and think critically. For example, they independently make bracelets from malleable materials and proudly wear these. Children are able to freely explore resources, such as using a camera and binoculars, which encourages their inquisitiveness as learners.

Informal planned activities stem from understanding what children can do and how

learning can be extended. For example, providing more complex jigsaws and helping to grasp understanding of number and sizes. Individual files are being developed to show how children are progressing. Many photographs illustrate the wealth of learning opportunities offered to them and these are now relating to the aspects within the six areas of learning. Formal assessment of children is in the early stages and therefore not yet fully influencing planning sufficiently. Otherwise, the childminder is effective in helping children learn and develop. The childminder uses symbols to denote areas of learning within the files and links learning achievements to appropriate aspects. These are shared with parents, which means they are actively involved in how their children are progressing.

Children are learning about keeping safe, especially when on outings. They are informed why they have to be strapped into the car seat and have the opportunity to practice the emergency evacuation procedures on a regular basis. They are developing independence in their self care and understand about aspects of hygiene. They enjoy nutritionally balanced home cooked lunches with plenty of fresh produce each day. Drinks are continually available and enjoyed which aids their well-being. Daily chances for outings means that children benefit from fresh air and exercise. They socialise with others in groups and visit local amenities. Children relate very well with each other and the childminder. Genuine and positive relationships help children's behaviour towards each other and they play harmoniously. The childminder is an effective role model in her quiet and polite manner with them which impacts positively on learning to cooperate and share. Consequently, children feel valued as individuals and thrive within the homely and caring environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet Early Years Foundation Stage General Welfare Requirements.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.