

Inspection report for early years provision

Unique reference number

405179

Inspection date

15/05/2009

Inspector

Joan, Patricia Flowers

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 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 1997. She lives in a suburb of Preston in Lancashire. The property is within close proximity of shops, parks and primary schools. Minded children have access to the majority of areas within this bungalow dwelling with the lounge being used as the main play room. There is a rear garden available for outdoor play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register for a maximum of six children aged under eight years. Three of these may be in the early year's age group with no more than one aged under one year. All four children on roll are in the early years age range. The childminder attends local childminder groups and runs a parent and toddler group one morning each week. She holds the National Nursery Examination Board (NNEB) qualification and training and professional advice is sourced from the local authority Sure Start development consortium.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder promotes all of children's care and learning needs well. Children are safe and secure and all aspects of the welfare requirements are robust and in place. Individual children receive appropriate support from the childminder, who ensures they all feel included and valued. Children enjoy their time with the childminder and make good progress in their early learning and development aided by observations that influence the activities that are provided. Very appropriate partnerships with parents are in place that ensures good exchanges of information takes place daily. The childminder continually assess her childcare service so outcomes for children are as good as they can be.

What steps need to be taken to improve provision further?

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

- ensure that the garden area on the premises is secure before children play outside.

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident and carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Documentation) (also applies to both parts of the Childcare Register).

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The leadership and management of the early years provision

A risk assessment is completed enabling the childminder to put measures in place to safeguard children both indoors and on outings. However, this is not formally recorded as is required by the Early Years Foundation Stage Welfare requirements. The childminder is well aware of her safeguarding responsibility to the children in her care and has a good knowledge and understanding of local safeguarding procedures if she was to become concerned about a child's welfare. The childminder is a qualified and experienced practitioner who provides children with enjoyable and worthwhile learning experiences. She evaluates her practice so that improvements are on going and relevant, thus, benefiting all the children who attend. She is committed to improving her provision and is progressing the improvement of her outdoor area so that children can play safely on the premises.

The childminder is continually improving her knowledge base by attending training, such as Early Years Foundation Stage workshops, baby signing, first aid and food safety. This demonstrates her commitment to continual improvement. The childminder is effective in building strong partnerships with the parents and carers of the children she cares for so that she can extend and complement children's experiences and is able to implement parent's wishes. Inclusion is a strong feature of this setting with children being provided with many positive images and resources that depict difference. Children's free play activities promote their learning well about the diverse world around them. There are clear contracts in place and parents sign all the relevant consents and agreements. The parents and carers welcome pack provides parents and carers with their own copy of the childminder's written policies, and photographs of children engaged in play and learning are shared through their learning journey folders and daily dairies.

The quality and standards of the early years provision

Children have daily opportunities for physical play. They walk when they go to feed the ducks and join in at the stay and play sessions at the local Children's Centre where they can use small equipment to promote their growing physical skills. Weekly visits to the library provide children with the chance to listen to stories and to join in with action songs with other children of similar ages. The childminder's attention to organising the space on the home enables the children to develop their mobility skills and spatial awareness. Children have great fun, moving freely and negotiating space safely as they become increasingly confident using the child sized furniture unaided as the childminder provides enthusiastic praise.

Children enjoy eating together the main meals that their parents and carers send for them each day. The childminder supplements these meals with healthy snacks of fruit and carbohydrates. Drinks are freely available and the childminder monitors fluid intake so that no child becomes thirsty. Children are kept safe and secure in the child-centred environment. Good use is made of safety equipment such as gates and cupboard locks to ensure that children are protected from potential hazards. From an early age, children are taught about road safety. Their

awareness is further raised about their own safety and that of others when they listen to the smoke alarm and practice the emergency drill.

Interesting and planned activities give children the opportunity to develop the skills they need for the future. For example, they manipulate malleable materials like play dough using tools like shape cutters. They practice using crayons, pencils and paintbrushes as well as creating collage pictures using glue and a range of different mediums during art and craft activities. Children enjoyed making their caterpillar and butterfly pictures so that not only their fine motor skills are enhanced but so too is their creative development. The childminder recognises and supports children's learning needs well. For example, she ensures that young children can learn through role-play activities, such as, play with dolls and prams and tea party type games as they copy what they see adults doing. Children have opportunities to use battery operated resources like early learning interactive musical activities as they gain skills for the future. They learn about the world around them as they watch the collar doves building a nest in the garden and watching as the cress seeds they planted grow. Trips to themed areas like Farmer Pa's and indoor soft physical play centres provide children with first hand experiences to promote their development and learning.

Children are extremely happy and settled with the childminder. They demonstrate curiosity when investigating the age appropriate activities and toys made available to them freely in the home. Interaction is sensitive and the childminder responds to the children's requests for hugs and cuddles. Language is developed as the childminder engages children in conversation, reads stories and sings with them. Children are encouraged by the childminder to recognise colours and use emerging verbal skills to name familiar objects and communicate their needs to the childminder. They are acknowledged and affirmed when the childminder praises them for being kind as they hug each other. Resources, such as books, small world toys and puzzles portray diverse images so that children can observe and learn to respect each other's similarities and differences. Children progress in their personal, social and emotional development and are learning about feelings as they hug others if they are upset or feeling sad and learn to share and take turns with the toys. The childminder clearly plans activities that help children to make good progress towards the early learning goals. There are systems in place for observation and assessment of children's progress. This helps to identify what children have achieved and what the next steps in their learning are.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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: Not Met (with actions)

The provider confirms that the requirements of the voluntary 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:

- take action as specified in the early years section of the report (CR4.1).

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

- take action as specified above in the Childcare register section of the report (CR4.1).

05/06/2009