

## Inspection report for early years provision

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**Unique reference number** EY375002  
**Inspection date** 12/12/2008  
**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 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 became registered in the summer of 2008. She lives with her partner in a suburb of Preston in Lancashire. The whole of the ground floor is available for childminding, with a first floor bathroom and bedroom available to meet children's needs. There is a paved and grassed area to the rear of the house where outdoor play is provided. The childminder walks to local community groups and to the library and uses public transport for outings further afield. There are no pets kept in the home. The childminder is registered to care for a maximum of six children under eight years. Two of these children may be under 12 months of age. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four children on roll aged from 12 months to three years all attending part-time on different days of the week. The childminder is a qualified and experienced childcare practitioner and is a member of the National Childminding Association. Support and training is obtained from the local authority.

## **Overall effectiveness of the early years provision**

The uniqueness of each child is extremely well understood by the childminder so that each child's all-round care and learning needs can be promoted to a high degree. She uses her extensive childcare knowledge and experience to provide a highly inclusive environment where every child matters and is welcome and can flourish and make strides in their learning and development. The childminder works very hard to foster strong partnerships with parents, carers and other providers so enabling the needs of each child to be fully met. Children's welfare is a priority in the setting and a strong commitment for continuous improvement is strength of this childcare service.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to update all written documentation and policies to reflect the changes implemented through the introduction of the Early Years Foundation Stage framework.

## **The leadership and management of the early years provision**

The provision in the Early Years Foundation Stage is exceptionally well organised through the childminder's commitment to detail. She has a very clear understanding of the Early Years Foundation Stage and of how children learn and develop. The childminder has identified her strengths and areas she wishes to develop to improve the already outstanding service she provides for all children who attend. Areas of future training needs have been identified and acted upon to

bring about the most benefit to her practice and to meeting children's welfare needs. Children are safeguarded extremely well because of the childminder's expert knowledge of this area of childcare work. She is vigilant about physical safety both on and off the premises and uses extremely well documented accident and incident records to identify any trends or areas of concern. Updating of policy documents to reflect the changes to regulations is as yet unfinished. All persons aged 16 years and over who reside in the home are suitable and the childminder takes steps to ensure that when children are in the presence of other people they are closely supervised to ensure their safety. Thorough risk assessment is carried out on a regular basis and all outings are risk assessed to make as sure as possible that children's safety and well-being is first priority. Records kept of all children on roll are detailed, relevant and available for inspection, identifying children's individual needs, achievements and areas for future learning.

The childminder very much values the contributions of parents and other professionals who have contact with the children, and incorporates any information gleaned into her routine planning. For example, family outings that parents or children tell the childminder about, or a particular interest that a child has, are woven into activities, capitalising on the enhanced learning opportunities this knowledge provides. Parents receive a wealth of information about what their child has been doing and learning in the daily learning journey diary the childminder completes. Parents and carers can also contribute to this record so bolstering the opportunities to build on what children have been doing at home. Therefore, children's needs are extremely well understood and are addressed appropriately so children make rapid progress towards achieving the early learning goals.

## **The quality and standards of the early years provision**

Children are enthusiastic and motivated to learn within an inviting child-friendly environment. The childminder readily interacts with them in a highly positive and encouraging way. For example, babies and toddlers happily engage in playing with role-play items, putting the doll into the baby carrier and giving dolly a bottle and changing her nappy. Children make connections to real life as toddlers blow on the pretend food, saying 'blow' and 'hot' as they feed the doll. The childminder spontaneously turns situations, as they occur, into meaningful learning opportunities; for example, when a drink is spilled, the childminder uses this opportunity to turn the mopping up exercise into a water activity with children helping to wash the dolls. Resources and activities are delightful in all respects and are highly appropriate for the children attending. As a consequence, young children are very engaged and interested, freely exploring the high quality play and learning items that are prepared and very accessible to them. Children gain in confidence as their decision-making skills are promoted from a very young age.

There is an excellent balance of adult-led and child-directed activities. The childminder uses her experience to challenge children's thinking through effective questioning. Everyday experiences both indoors and outside are used most effectively to develop counting and calculation skills. At snack times, for instance, children count how many raisins they have on their plate. Children notice the buttons on their cardigan and count these with the childminder. They look for the

number three bus, learning to recognise the importance of numbers in their everyday lives. Children's interests are used to promote good learning experiences. One child's interest in 'Thomas the Tank Engine' led to the childminder taking the children to watch the trains. They looked at timetables and maps to expand their learning further. Outdoor play in the garden is wonderfully enhanced with many things to excite children's imagination, providing a different dimension to learning. Children put on their Wellington boots as they walk on the grass covered with dew as they learn about the world around them. They help the childminder to sweep up the leaves in autumn with babies watching with interest from their pram.

Sharing and taking turns is something that children are helped to learn about effectively during collaborative play. They respond extremely well to one another as they develop their awareness of themselves and of others. Children have many opportunities to join in with groups of similar ages of children when attending community groups. This fosters their social development and encourages their awareness as they learn about each other's differences and similarities. The childminder supports children who have additional needs so ensuring that all children are included. Children's development and learning is charted effectively, starting with the information gained from parents or carers. The learning journey diaries that the childminder uses and shares with parents and carers, track children's development very effectively, signposting the childminder to identify their next steps, so that planning can be individual and captures the uniqueness of each child. As a result, children are extremely motivated, inquisitive and very well settled as they proceed along their individual learning journeys.

Children learn to keep themselves safe because of the highly effective way explanations and encouragement are given to all children. For example, they learn how to move carefully and safely around the lounge. Children are encouraged to learn about the importance of staying healthy through having very appropriate and healthy snacks and meals. They talk with the childminder about fruit and vegetables and other foods that are good for them when they sitting at the table or in their low chair eating a selection of various fruits at snack time. Children are learning very well the importance of personal hygiene as they develop the skills to wash their hands at certain times of the day. Babies also learn to make connections at mealtimes between eating and having their hands wiped thus laying firm foundations for good personal hygiene habits in 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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 Ofsted has received no complaints that required the provider or Ofsted to take any action.

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.