

Inspection report for early years provision

Unique reference number	308556
Inspection date	06/01/2009
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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 for 12 years. She holds a National Nursery Nursing Examination Board certificate and is a member of the National Childminding Association. Childminding is provided from the family home located in a suburb of Preston in Lancashire. The childminder, her husband and their two children age 19 and 15 reside on the premises. Minded children have access to the whole of the ground floor of the premises. Children use a fully enclosed outdoor play area, with permanently fixed outdoor play equipment erected here. The bathroom facilities are upstairs. The family keep one dog as a pet, which minded children are in daily contact with.

The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary part of the Childcare Register. Registration is granted for the maximum of six children under eight years. There are currently 16 children on roll whose ages range between 6 months and 10 years. Children attend for a combination of sessions Monday through to Friday, some full-time and some part-time. The childminder provides a drop off and collection service to local nursery and school provisions. Advice, support and training are obtained from the local authority Sure Start development consultancy.

Overall effectiveness of the early years provision

Children's welfare is promoted extremely well within a safe, secure and family-orientated environment, in which the childminder is constantly striving to improve her practice. Her positive attitude to change and ongoing training benefits children in her care greatly. Consequently, children are making effective progress in all areas of their learning and development. They are cared for so that their uniqueness is recognised and valued which is achieved through strong partnerships with parents. This significantly contributes to ensuring that the needs of every child are met within an inclusive environment that is accessible to all.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessments undertaken for each outing in line with other risk assessments currently conducted and recorded.

The leadership and management of the early years provision

Partnership with parents is very well embedded in the childminder's everyday practice. This is effectively based on various daily two-way communications with parents and carers. Good and valuable information is shared about each child and about what they like and can do. Wonderful initial information is gathered when children commence and daily diaries illustrate what children are doing and

achieving to enable them to make good progress in their all-round development. This means that links between the childminder's setting and each child's home are strong. Policies and procedures are also fully shared and reflect current information.

All documentation is maintained in an up-to-date way for the safe and efficient management of the childminder's practice. The commencement of evaluating practice has resulted in the recognition of where improvements can be made to enhance further the outcomes for children. The childminder has ensured continuous improvements through implementing the recommendation made at the last inspection. These are now fully in place. Although each outing children are taken on is risk assessed, this has yet to be formalised in line with the other safety documentation held. Because of this attention to safety, risks to children are effectively minimised to safeguard and promote their welfare. The childminder keeps essential training up-to-date. Her first aid and safeguarding knowledge is current and she is proactive in maintaining her professional knowledge following the introduction of the Early Years Foundation Stage Framework.

The quality and standards of the early years provision

Children's welfare and safety is promoted very well because the premises are secure and children are taught about keeping safe, for example, they practise the emergency evacuation procedures and hold hands when out in public places. Nutritious snacks, mainly of fruit, and drinks of milk, water and juice are provided, which supplements the meals that parents send for their children. Because the childminder talks to children about foods that are good for them, children are learning about how to make healthy choices. Children's health is further promoted because they learn good hygiene routines so cross infection can be reduced. The childminder effectively ensures that children play in a clean environment, especially relating to the family dog. Secure and strong attachments are formed between children, the childminder and her family, which contributes well to their emotional and social development. Good settling in arrangements are extremely effective at allowing children time to adjust so they quickly feel secure in the calm and nurturing childcare environment.

Children fully benefit from the childminder's extremely positive approach to the care and education of minded children. By embracing the new framework for the Early Years Foundation Stage, together with her experience and present knowledge, she is ensuring effectively that all children's development needs can be met. The care and learning environment encourages children to develop their independence. Babies are supported so that they too can make progress in their early development. For example, colourful musical toys encourage them to reach, touch and explore objects as they learn to handle and manipulate things with their hands. They discover that they can make sounds and influence events as they shake the rattle. Children have easy and continuous access to the play resources that are appropriate to their ages and stages of development in this home childcare environment.

Children are given a wealth of activities and opportunities so they develop their all-

round skills. They work cooperatively together when they play the Ice Cream game, using wooden magnetic playing pieces, and then imaginatively change the game into a role play activity, buying and selling the ice cream in their 'shop'. The good mix of adult-led and child-initiated activity is evidence of this in practice as they use initiative and imagination. Boxes are labelled to help children learn that words have meaning. They experience exploratory play opportunities with natural materials in the garden, and during and after trips to the park and the library or further afield to the zoo. This expands children's curiosity and their willingness to learn new things.

The childminder promotes young children's communication, language and literacy through plenty of interaction and by developing a love of books and stories. She makes effective use of the local library and their story time as children are introduced to this community resource. The childminder effectively communicates with babies using eye contact, quiet and comforting sounds and in non-verbal ways, such as happy facial expressions, so children feel reassured. They learn about others in a supportive and safe environment as they meet other people at the toddler groups and when visiting other childminders and their children. They enjoy role-play with different costumes representing others and develop their creativity using different crafts and free art activities. Young children's emergent writing is encouraged through painting and drawing as they express themselves.

Individual observations, assessment and planning are informed by the use of appropriate frameworks. Initial information gained from parents assists the childminder in knowing each child's starting points, which helps her to move children on in their development towards achieving the early learning goals. The childminder successfully identifies which areas of learning an activity relates to and competently plans for individual children's next steps. This means that they are positively encouraged and gain wide experiences that are tailored to meet their needs. The childminder develops good links with parents and others involved in children's learning and development, for example, liaison with settings that children also attend. This significantly supports children's progression towards achieving the early learning goals.

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?	2
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

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

There have been no complaints made to Ofsted since registration.

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.