

Inspection report for early years provision

Unique reference number	EY306479
Inspection date	18/03/2009
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 lives with her husband in the north shore area of Blackpool. The area is residential and close to the promenade, open spaces, the children's centre, library and schools. Facilities for children are all on the ground floor and comprise of the lounge, dining room and playroom and conservatory with adjacent toilet facilities. An outdoor play area is situated to the rear of the home.

Registration commenced in June 2005. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A total of six children may be looked after at any one time and currently the childminder has five children on roll, of whom two are in the Early Years age range and one of these attends full time. The childminder supports children with learning disabilities and difficulties.

The childminder is qualified to National Vocational Qualification level 3 gained in October 2008. She is a member of the Teen Parent Network and Oak and Orchard Networks. Membership of the National Childminding Association is retained.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are making excellent progress in their learning and development due to the childminder's dedication to her work and full knowledge of their individual needs. Her highly efficient approach to ensuring children's welfare and safety is exemplary. The childminder meticulously reflects on her practice to identify targeted improvements for even better outcomes for children. The wonderful learning environment reflects the commitment, knowledge and skills implemented in day-to-day inclusive practice, in which children flourish.

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 developing the enabling outdoor learning environment so that children are fully challenged in their learning.

The leadership and management of the early years provision

The childminder is totally committed to providing the very best she can for children in her care. This is evidenced through her recent success in gaining a childcare qualification, her excellent organisational skills, and the depth and detail in her written work and record keeping. Significantly, policies and procedures cover all aspects of practice with additional ones relating to children experiencing loss or change in their lives and a language policy. The capacity for improvement is

indicated within extensive self-evaluation and from implementing the recommendation from her last inspection, relating to the provision of individual items in the bathroom. The childminder reviewed this provision as a whole and, as a result, provides adjacent facilities to where children play, with all aspects of hygiene fully considered and enhanced. Additional monitoring of the childminder's provision is achieved through being a member of three networks, whereby further evaluation is completed, including identification of training and development needs. Children are safeguarded as the childminder has secure knowledge of the requirements for any concerns relating to child protection.

Strong partnership with parents and others significantly contributes to meeting the welfare needs and high level learning and development opportunities children receive. Supportive and enabling co-working results in their complete satisfaction and high praise for the childminder through current and previous written testimonials and expressions of gratitude in thank you cards. Parents' views are sought and valued and information is fully shared both ways in writing and conversing each day. Partnership is extended to others delivering the Early Years Foundation Stage, as the childminder is visiting another provision with the parent to meet the key person so that the sharing of records provides continuity of care and education. This is exemplary practice and provides a true reflection of the childminder's professional approach to her work.

The quality and standards of the early years provision

Children thoroughly enjoy their dynamic learning and development experiences which reflect the first class individual observation, assessment and planning undertaken. The childminder effectively uses the Early Years Foundation Stage to fully support children to be active learners. Consequently, they are highly motivated, settled and happy in the childminder's nurturing and enabling care. The learning environment is wonderful, providing a rich, inspiring and thoughtful range of activities and quality resources in all six areas of learning. These reflect the children's own interest so they are continually challenged, which contributes to their motivation to learn and growing confidence and independence. The play areas are vibrant and reflect children's own contributions, with additional educational references for number, letter, shape and colour which the childminder uses extremely well in her teaching. For example, in line with celebrating St Patrick's Day, children are learning about the colour green with an interest table and artwork displaying the learning opportunities offered. These include the 'My little book of green' children have made. Especially notable is the childminder's teaching by the exemplary use of questioning and supportive intervention. For example, she asks 'what do we need to do next?', 'why don't you put that on the other side?' and 'that's very tall isn't it?' when children are constructing to a design they chose themselves, resulting in them actively contributing to their own learning.

The very good use of photographs and detailed descriptions of children's achievements all enhance their learning journals. The childminder identifies each child's next steps to progress and this is fully monitored to ensure areas are covered equally. The childminder works hard and achieves a welcoming and

inclusive environment in which children feel secure. They have their own pegs, photograph and name label for their belongings. Older children spend time doing the news board, talking about what day it is, the type of weather and how they are feeling. Pictures with faces to reflect emotions help children describe these. On the day of the inspection one child says she is 'excited' and has been feeling 'proud' all week. All aspects of the provision promote children's learning and development extremely well and experiences are extended through the use of community facilities. A local children's centre offers sensory experiences, and weekly visits to the zoo and the sea life centre extend learning opportunities with living things, such as handling egg sacks and star fish. Children plant seeds and visit a garden centre to buy seed potatoes and grow vegetables to eat. They play outdoors in all weathers and in appropriate clothing, especially enjoying the hosepipe to clean windows. Although the outdoor area already provides plenty of learning experiences, there is scope for more.

The exceptional care provided is reflected in children's positive behaviour. They are praised and encouraged in all that they participate in, which enables children to be confident and self-assured and boosts their self-esteem. They learn about diversity and other cultures through the many displays, activities and resources available to them, which supports their understanding of the wider world and others, for example, small world figures with disabilities. All aspects of children's welfare are given optimal thought so that they are kept safe and secure. The extensive detail and quality of risk assessments includes outings, ensuring children enjoy these experiences safely. The childminder expertly helps children to learn about safety by including them in the daily checks, whereby they mark in the box against a photograph when they have checked that aspect in environment. Emergency evacuation procedures are practised regularly each month and procedures are displayed. Children are kept healthy through hygienic routines and from the provision of healthy and nutritious drinks, snacks and meals, which meet individual needs.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 the last inspection.

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.