

Inspection report for early years provision

Unique reference number	EY303785
Inspection date	11/03/2009
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 and their two children age 10 and six years in the North Shore area of Blackpool. Their home is within both a residential and commercial area, close to the beach, local shops and park. Facilities for children are all sited on the ground floor and comprise of a playroom, a lounge used for quiet activities and sleeping, toilet facilities and the kitchen. There is access to the rear outdoor play space from the kitchen.

The childminder has been registered since March 2005. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum total of five children under eight years can be looked after at any one time and currently there are three children on roll, all in the early years age range. One child attends full time and the other two on a part time basis. The childminder works from 08.30 to 17.15 each weekday.

The childminder gained the NNEB Nursery Nursing qualification in 2001 and is a member of the National Childminding Association. Advice, support and training is gained from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are making excellent progress due to the dedication and commitment from the childminder, who provides exemplary learning and development opportunities within a vibrant and enabling environment. Their uniqueness is fully recognised and children are happy, safe and secure in her care. Reflective practice ensures continuous improvement, leading to better outcomes for children and strengthening partnership with parents, who are fully involved in their children's achievements.

What steps need to be taken to improve provision further?

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

- develop the provision of resources and equipment that challenge and interest children in the outdoor play space so that first-hand experiences are gained from the natural world

The leadership and management of the early years provision

The childminder is totally committed to the welfare, learning and development of children. This means that outcomes for children are exceptional and children thrive in her care due to the opportunities and experiences she offers to meet their unique requirements. This also ensures inclusive practice. The childminder regularly updates her professional knowledge and skills and fully embraces the

Early Years Foundation Stage in her practice. Children are safeguarded because the childminder is secure in the procedures for informing of any concerns and holds up-to-date and clear reference information from the local authority. All documentation is maintained as required and extensive policies and procedures reflect exemplary practice and are fully shared with parents.

Continuous improvement features prominently within the childminder's work; consequently, reflective practice identifies any weaknesses. The childminder uses the self-evaluation form effectively and recognises she has not yet achieved full potential of the outdoor learning environment in offering children first-hand contact with the natural world and extended experiences which challenge and interest them.

Partnership with parents optimises the learning and development of their children. Their views are sought, one parent recognising the 'ingenious learning activities offered', and they contribute fully to their records and daily diaries. The childminder ensures they are kept continually updated about progress. Exceptionally, the childminder has strong links with others who deliver the Early Years Foundation Stage to minded children, to the extent that a child's key person in school has visited the childminder's home. As a result, information exchanged between parents and professionals impacts positively on outcomes for children.

The quality and standards of the early years provision

Children are making excellent progress in their learning and development because they are fully welcomed and feel a true sense of belonging. They have their own coat pegs and bags for personal belongings and the childminder treats them very much as part of the family, enjoying long-term arrangements with the families. The enabling environment, which maximises opportunities in all six areas of learning, offers children easy access to a wealth of resources and equipment. Extremely well organised storage and labelling with photographs encourages choice and developing independence. The playroom is vibrant and stimulating with displays of artwork and photographs and is rich in educational references. There is a beneficial balance of adult-focused and child-initiated learning which means that children enjoy extremely well planned and prepared activities, alongside choosing to follow their own interests. For example, children celebrate the Indian festival of Holi and do a number of activities relating to colour, such as mixing paints and painting a tee-shirt of their own design. The childminder reinforces the learning by showing a book with pictures and explaining what the festival is all about. This contributes to children's understanding of the wider world.

Children are enthusiastic and happy in their play and the childminder skilfully recognises the uniqueness of each child. She has a high level awareness of each child's family life and their interests, gained from full information requested from parents. From these starting points the childminder plans extensively to ensure experiences build upon and enhance capabilities. She uses her qualification and knowledge effectively to undertake wonderful observation, assessment and planning for children's next steps in their learning. Additionally, she monitors progress to ensure all areas are covered equally. As a result, children are

competent learners and their development is creatively evidenced. Systems are used exceptionally well to influence planning and so that progress towards the early learning goals is assured.

The childminder uses routines so that individual children have time with the childminder and focused learning can take place. For example shape recognition, drawing and cutting shapes, colours and early writing skills are all learnt through one table activity. The childminder encourages children to use clear and correct language as they learn their shapes, such as using the word circle instead of round. They also recognise more unusual shapes including hearts and crescents and respond positively to plenty of praise upon achievements. Children's creativity is fully encouraged, especially if they arrive as a spaceman or paramedic. The childminder extends their current interests, providing means to build a rocket or providing a hospital. Young children's future economic well-being is encouraged through the use of many simple programmable toys and a computer. Daily outdoor experiences encourage children's physical development and they fully benefit from fresh air and exuberant exercise.

Children's safety and welfare are successfully promoted. The highly secure and very safe environment is maintained and fully monitored each week by the childminder. This thoroughness indicates the vigilance and importance the childminder places on children's safety and well-being, such as risk assessment actions evidencing replacement batteries in the smoke detectors. Effective practice is followed to protect children. They are secured into highchairs, are checked regularly when sleeping and practise the emergency evacuation procedures. The childminder provides nutritious and healthy home-cooked foods and displays help children learn about foods which are good for them. They confidently follow good hygiene procedures, including cleaning their teeth, and have individual towels for hand drying, which means that they develop their personal skills well.

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?	2
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.