

Inspection report for early years provision

Unique reference number	405177
Inspection date	22/05/2009
Inspector	Judith, Mary Horsfall
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 was registered in 1994. She lives with her husband and children aged 15 and 10 years in the Waterfoot area of the Rossendale Valley, Lancashire. Her mother is a co-minder and they work together. Both childminders have equal responsibility for the childminding practice. There are good links to local schools, nurseries, shops and public transport. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. There is a pet rabbit who lives in the outdoor area.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with another childminder at the above premises, she may care for a total of no more than nine children under eight years. She is currently minding three children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Opening hours are from 07.30 to 17.30, all year round. The childminder collects children from the local schools, nurseries and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder and her co-worker provide a happy, welcoming environment, in which children's welfare is successfully promoted. Children make effective progress towards the early learning goals given their individual starting points. Children are offered a broad range of stimulating, challenging activities which are linked to their personal interests. Strong links with parents, the local nursery and other agencies help to build positive relationships and ensure that the needs of all children are well met. The childminder and her co-childminder have an accurate understanding of their strengths and weaknesses and take effective steps to improve their practice.

What steps need to be taken to improve provision further?

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

- reduce risks to children in relation to bathroom toiletries, hearth in front lounge and cellar door
- continue to undertake sensitive observational assessments in order to plan to meet young children's individual needs.

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

- carry out a full risk assessment for each specific outing (Safeguarding and Promoting Children's Welfare)

05/06/2009

The leadership and management of the early years provision

Children benefit from the care of a well organised childminder who is committed to meeting the requirements of the Early Years Foundation Stage (EYFS). Policies and procedures, such as behaviour management, fire drills and complaints, are in generally good order and ensure the children are broadly safeguarded.

Documentation is securely stored in a confidential manner. However, there are no risk assessments for trips away from the home which is a breach of requirements. Relevant training has been undertaken and the childminder works closely with the her co-minder to carry out regular planning, based on children's individual needs. Both childminders work well together to evaluate their practice and take relevant steps to improve their practice. For example, systems have been improved when children are collected in the evenings to ensure parents can talk in confidence if necessary and to avoid congestion on the premises. A detailed knowledge of each child's interests, likes, dislikes, routines and home circumstances ensures that children's welfare is purposefully promoted. Procedures such as those for sick children help to minimise the risks of infection, and practices such as regular use of antibacterial cleaning agents further improve children's safety.

The childminder is highly aware of the importance of working with parents and external agencies to ensure that children's individual needs are well met. Parents are given daily feedback about children's progress and welfare. Parents can use sticky notes to pass on information about children's interests and progress. On admission, a detailed welcome pack is given to parents to explain the childminding service, the implementation of the EYFS and policies and procedures. Parents comment that they are 'extremely impressed with the care provided'.

Strong links with practitioners in other settings ensures consistency and the sharing of relevant information. For example, the childminder is responsible for the daily trips to and from the nursery and ensures relevant information is shared to promote the children's well being and development. Themes from the nursery are continued at the childminding setting and children become confident in, for example, singing shared songs between the two settings. The childminder is aware that some children have specific needs and she has experience in caring for children with, for example, particular dietary requirements.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals because the childminder is skilled at planning a broad range of stimulating and challenging activities based on children's interests and their stages of development. In particular, she makes very good use of her arts and crafts skills, encouraging the children's creativity and artwork. The current theme is spring and children are undertaking a wide variety of activities relating to this time of year. They have produced attractive displays with photographs, collage, poetry and drawings all relating to the season. Effective use of the internet provides a wide range of fun, challenging ideas, particularly in relation to celebrating different cultural festivals. Children benefit from activities and visits in their local community such as events at

the church and going to toddler groups, where they socialise and meet new children. Children respond very well to the childminder's enthusiasm and motivation, speaking with great eagerness about growing plants in a cold frame and how their crops are progressing at home. The children's interest is extended by visiting their garden plots and talking about the herbs and vegetable being grown.

Children are warmly welcomed into a child friendly home where they are valued as individuals. Babies interact with great interest as the childminder gives them lots of attention and support as they hold out their hands towards the childminder. The childminder counts out items with babies and is very aware of how each child makes progress in the EYFS. Records show children make progress and the recent addition of using the next steps for learning ensures challenges can be presented to promote children's advancement. Preschool children are actively encouraged to extend their knowledge and receive fulsome praise for their efforts and achievements. Following up from a visit with nursery to the safari park, children are very interested in previously unknown animals and are complimented on being able to differentiate a male from a female lion by the presence of a mane. Children are enthusiastic, polite and cooperate well together, taking others needs and feelings into consideration.

Children stay generally safe in the childminder's care because she is vigilant about most hazards. For example, she promptly wipes up spilt food from the floor, talking to children about slipping dangers and she has taken positive steps to improve safety on the road where overgrown shrubbery has blocked the footpath on the way to nursery. However, hazards in the house such as an unprotected hearth, the door down to the cellar and access to toiletries in the bathroom put children at risk. Children are learning about healthy lifestyles because the childminder talks to them about the importance of hand washing, healthy food and regular exercise. Children benefit from daily outdoor exercise regardless of the weather, with the childminder taking a lead in this area. The setting has a covered outdoor space where children can play in the fresh air and the childminder particularly has an interest in taking children on nature walks.

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

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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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