

Inspection report for early years provision

Unique reference number	EY377206
Inspection date	16/02/2009
Inspector	Ferroza Saiyed
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 two children aged five and two years in Warton near Preston, in Lancashire. The whole of the ground floor of the childminder's home is used for childminding. Separate toilet and bathroom facilities are situated on the first floor and there is a fully enclosed rear yard area and front grassed area for outside play. Local shops, school and open play areas are all within walking distance.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom, no more than two may be in the early years age range. She is currently minding two children in this 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.

The childminder collects children from the local schools and attends toddler groups on a regular basis. The childminder is a member of National Childminding Association. Advice, support and training is received from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a warm and welcoming environment, where children's welfare is suitably promoted, with procedures in place to safeguard children. The needs of individual children are met because the childminder recognises the uniqueness of each child. However, activities and resources do not fully promote children's learning and development. Children make suitable progress as the childminder has a basic understanding of the Early Years Foundation Stage and is keen to attend training to increase her knowledge. Therefore, no formal procedures are in place to fully support children's learning and development. The childminder has made use of the self-evaluation form to maintain continuous improvement and identify areas for further development.

What steps need to be taken to improve provision further?

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

- continue developing the observation, assessment and planning for individual children so their next steps influence purposeful play and learning in all six areas of learning
- increase involvement with parents in supporting their children's progress so that learning is linked and extended within the home
- develop knowledge and understanding of the early learning goals to provide opportunity for children to experience a challenging and enjoyable programme of learning and development
- develop richer sources of natural materials to increase children's opportunities for self-discovery and provide resources and activities to

promote diversity to enhance their understanding of the wider world.

The leadership and management of the early years provision

Children are cared for by a suitably qualified childminder. She holds a current first aid certificate; however, she has not completed training in Early Years Foundation Stage. As a result she has a limited understanding of the requirements to effectively support children's learning and development. Required documentation for safe and efficient management of the setting is in place. The childminder has carried out risk assessments of the premises, equipment and for outings. A suitable range of written policies have been developed and are implemented satisfactorily to support children's welfare. The childminder has effective systems to monitor and evaluate the quality of the provision she offers. She has a positive attitude to the ongoing development of her childcare service through self-evaluation and monitoring.

Space is appropriately laid out at the setting so children are able to move around freely. Children's artwork, posters, photographs and information for parents are on display and this makes the environment bright, stimulating and informative for the children and their parents. However, parents are not actively involved in their child's learning which means, they cannot contribute to their child's learning and development. The childminder understands the importance of working closely with other organisations to promote continuity of care and learning for children; but there are no children present who attend other settings. Resources are stored so that children can access them independently to make choices about their play. However, children do not have the opportunities to access natural play material and resources which reflect the wider society.

Children are appropriately safeguarded as the childminder demonstrates a clear understanding of the signs and symptoms of abuse. She has a written child protection policy in place and is clear about procedures to follow should she have any concerns.

The quality and standards of the early years provision

Although children have only attended for a short period of time, they are beginning to settle well in the childminder's home. The childminder understands the importance of allowing children time to settle and to develop relationships. Space is appropriately organised so that they can move around freely and independently, and choose from a suitable range of resources. Although the childminder has begun to familiarise herself with the Early Years Foundation Stage, she is not fully confident at using it to effectively promote children's learning and development in all areas of their learning. The childminder recognises the importance of play and is beginning to develop a planning system to complete observations to promote next steps in their progression towards the early learning goals. However, planning and assessment are currently in their infancy.

Babies are well supported in the development of their walking skills. They pull

themselves to a standing position using domestic furniture and sturdy toys, helping them to balance. They are supported well as their physical mobility and coordination increase. She makes sure plenty of floor space is available and taking hold of the babies' hands walks them round the room. The childminder is aware of children's individual interests. For example, she know the baby enjoys looking at books and makes sure these are placed within easy reach. She provides a wide range of simulating and interesting activities for different ages which are flexible to their needs. Resources are stored at a low level so that they can initiate their own independent choice and decision making during the day. Children benefit from the caring, loving and affectionate relationship they have established with the childminder as they snuggle comfortably into her when they are tired. She knows them well and is flexible to their individual needs.

They enjoy vocalising as the childminder initiates conversation and reinforces their attempt to speak and they help themselves to interactive and programmable resources. Younger children understand simple meaning, for example, when the childminder says 'come and look at this'. Children delight in waving their arms about to action songs, such as 'wheels on the bus'. They develop close relationships with the childminder and enjoy sitting on her lap for story time.

The childminder takes the necessary steps to prevent the spread of infection and appropriate action taken when children are ill. All consents are obtained, records maintained and procedures are in place in the event of any emergency. The childminder uses age-appropriate strategies, such as distraction and explanations. Children are learning to share, take turns and be kind during their play. Their good behaviour is actively encouraged through positive role modelling. These measures successfully develop children's self-esteem and respect for others. Children are developing many skills that will contribute to their future economic well-being. For example, they are eager to use programmable toys and as they become increasingly confident in pushing buttons and switches, which means they are learning how things work.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.