

Inspection report for early years provision

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| Unique reference number | 403505 |
| Inspection date | 28/04/2009 |
| Inspector | Wendy Fitton |
| 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 registered in 2001. She lives in the Burnley area of Lancashire with her husband and two daughters. She is registered to provide care for a maximum of six children under eight years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll aged from 12 months up to eight years.

The premises are three bed roomed with front and rear gardens. Children have access to a main lounge that has been converted to a playroom; the main bedroom upstairs is used for rests and sleeps; a bathroom is situated upstairs and a rear yard and front garden are used for outdoor play.

The childminder attends local toddler groups and activity centres. She is currently training for a childcare qualification and has all relevant qualifications for first aid and childminding practice.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a very warm, friendly welcome to all children. She ensures children enjoy their time and make some progress in their learning and development. Overall, an inclusive and welcoming service is provided as the children are really well supported and have access to all facilities and activities with their individual needs respected. Partnerships with parents are positive and the childminder ensures parents are fully informed about the organisational policies and procedures. Some steps are taken to evaluate the provision and the childminder has understanding of some identified strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for planning so that they are tailored to meet individual needs, and review the process for observational assessments to include future learning and progress towards the early learning goals.
- ensure the planning for improvement and the processes for self-evaluation are effective.

The leadership and management of the early years provision

The childminder works effectively to provide good quality care and education for children. She has some understanding of her identified strengths and weaknesses and there is a system in place for the start of self-evaluation. However, this does

not include the planning for improvement and the impact on the overall quality of the outcomes for children. She has responded positively to the recommendations from the previous inspection and has now completed an up to date Local Safeguarding Children Board training course and updated her policies and procedures. She has collected a number of books, posters and activity toys that help and support children's understanding of differences. The childminder has a very positive attitude to training and has completed various training courses to keep up to date with current practices and is currently doing a Level 3 child care qualification. She works in partnership with parents and family members and will aim to involve herself at the local nurseries when children start to attend; this is to promote continuity of care.

Documentation which is required for the safe and efficient management of the provision is well organised and promotes all aspects of children's welfare. Children are protected and safeguarded owing to the childminder's knowledge and understanding of child protection procedures, health and safety procedures and the steps taken to promote children's good health and well-being. There are very effective systems in place to manage and eliminate any risks to children. For example, all the areas of the house are safe and secure, arrival and collection procedures are followed and a detailed risk assessment is completed and any actions are identified. All necessary safety equipment is in place. Children are made aware of safety aspects and when out and about they walk together, holding hands, talk about stranger danger and not running off. Older children are reminded to close the gates on the stairs, be aware of others and to tidy up after themselves.

Partnerships with parents are effective and help children to feel secure and comfortable. She encourages parents to visit when they make an enquiry. She shows all paperwork, contracts and routines and then plans a visit for the child to settle in. Parents have copies of the policies and procedures and there are a number of information boards and posters to keep parents up to date with what is going on. The childminder has a positive relationship with parents; chats each day with them and encourages the older children to become involved in the feedback. There is a photograph album that she shares with parents that shows the activities she carries out. Parents give verbal feedback to the childminder about any comments, compliments or concerns.

The quality and standards of the early years provision

The childminder has sound knowledge of the learning and development requirements. She fully supports children's learning through planned activities and experiences both home based and within the local community. Children visit the park, socialise with other adults and children at toddler groups, children's centres and community activities. They have access to a wide range of resources and equipment to interest and motivate them to become active learners. They make independent choices about their play and access the designated play-room where all toys and games are accessible. Children are really settled and comfortable and respond to the routines and rhythms of the day as the childminder ensures children can play, rest and eat according to their own needs and routines. The

childminder plans the activities to link to the six areas of learning and so supports children's social, creative and physical skills, knowledge and understanding of the world and numbers and communication.

Children develop their social and independence skills as they meet with other children and play together harmoniously at the toddler groups. They feed themselves and become aware of when they need a drink and when they are tired. Children learn to take turns and share the toys and are asked to respect and support each other during activities. Children develop their communication and language through listening and following simple instructions, the childminder talks to the children all the time and asks questions to challenge their thinking. Children are participating in simple sign language and see written words for the pictures of fruit and vegetables. They problem solve as they construct the farm and use the shape sorter. They use number and capacity language during everyday routines. For example 'big dinner' and 'heavy car'. Children explore different textures and mediums, through baking biscuits, playing in sand and water, using glue and paint when making dragons and models. Children develop their creative and imaginative skills as they sing and dance to music. They learn about festivals and celebrations as they celebrate children's birthdays and Chinese New Year. They develop their physical skills as they ride the wheeled toys, cut with scissors, walk to and from schools and exercise their bodies at the activity soft play centre. The childminder observes children during their play and takes photographs for their development profiles; and includes a learning outcome. She has started to link the activity to the areas of learning. However, the systems for planning so that they are tailored to meet individual needs and the process for future learning and progression towards the early learning goals is not clear.

The childminder is fully committed to good quality care which actively promotes the children's health and well-being. Children are protected and safeguarded because the childminder understands what she needs to do in the event of a concern and has a written policy and procedure that includes information if there is an allegation made against the childminder. She is aware of the signs and symptoms of abuse and has done some recent training. The childminder helps children to stay safe in the environment and allows them to explore whilst promoting their awareness of dangers. She has all necessary safety equipment in place, smoke alarms, fire blanket, first aid items. Children know they are not allowed in various areas and that they pick up and tidy away toys. Children are provided with healthy foods and learn about the importance of fresh air and regular exercise. They learn to respect and understand differences and diversity through discussion and the provision of resources and activities. Children learn about expected behaviours and are encouraged to share, use manners and behave nicely towards each other. She uses a time out method and children are encouraged to say sorry. There are set clear boundaries that children have been involved with. The childminder praises and encourages the children and informs parents of all positive and negative issues.

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

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| 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

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| 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

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| 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

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| 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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