

Inspection report for early years provision

Unique reference number	307995
Inspection date	06/05/2009
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 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 has been registered since 1990. She lives in the south shore area of Blackpool with her two adult sons. There are schools, parks and the beach nearby. Registration is for a maximum total of six children under eight years. The childminder is registered under the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are four children on roll, all of whom are in the early years age range and attending part time.

Facilities for children comprise of a through lounge/dining room and kitchen on the ground floor with the bathroom and one bedroom for sleeps upstairs. There is an enclosed garden to the rear of the house. Membership of the National Childminding Association is retained and advice, support and training are gained from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has commenced reflecting on her practice and identifying strengths and weaknesses. This, alongside meeting legal requirements and implementing improvements following the last inspection means better outcomes for children. Inclusive practice results in children being recognised as unique individuals. Systems for observation, assessment and planning are not yet fully effective and the learning environment lacks some organisation. Children are happy and secure in their relationship with the childminder and enjoy their time, making effective progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- continue developing effective observation, assessment and planning for individual children's learning and development, so that next steps are recognised and planned for to help them make progress towards the early learning goals
- review the environment to maximise opportunities to enable experiences in all six areas of learning to support children's confidence to explore and develop their own ideas
- strengthen effective communication between settings so there is continuity in children's learning.

The leadership and management of the early years provision

The childminder has implemented all actions raised at the last inspection in order to meet the specific legal requirements of the Early Years Foundation Stage, which significantly impacts on children's welfare. She has a positive attitude to

improvement and has commenced reflecting on her practice to identify weaknesses. Documentation reflects current information, especially in relation to safeguarding children. Children's safety is improved through risk assessment procedures, especially when on outings, consequently hazards are minimised.

Partnership with parents is supportive and based on good working relationships where information is fully shared, for example written policies and procedures. The childminder has recently taken the initiative to formulate an influenza pandemic procedure and implement pro-active steps to reduce risk of infection. This new information is also shared with parents. Partnership in the wider context is commencing. This means liaison with other professionals, where children attend who also deliver the Early Years Foundation Stage, is forming. For example, the childminder will look at planning at a playgroup and compliment these activities at home, such as planting seeds. However, the sharing of essential information to ensure continuity in learning is yet to be developed.

The quality and standards of the early years provision

Children are making effective progress towards the early learning goals. This is achieved through the provision of activities and resources both in the childminder's home and at other settings and venues. Children spend time out and about during the week, including making full use of the local children's centre and other amenities, such as parks. This means children have a wide range of opportunities and experiences to meet their individual learning and development needs. The childminder has tried different means for developing effective observation, assessment and planning following the previous inspection, but realises next steps are not recognised and planned for sufficiently.

The learning environment, although supporting children's development especially outdoors, does not fully encourage independent access to resources for all six areas of learning. This means that children's own interests and choices are not fully nurtured and encouraged. However, children enjoy playing with resources available as well as adult-led activities. They apply their knowledge of number as they play a board game, recognising and counting the spots on the large dice up to six. The childminder develops this by supporting children in matching numbers on the bus game, so consolidating their understanding number. Children thoroughly enjoy the game and take turns and support each other, for example one child says to another 'good girl' when successful in matching. Further to this children can demonstrate their understanding of positioning by pointing correctly up-down-left-right. Children's creativity is valued and their future economic well-being assured through the opportunities for using ICT and other simple programmable toys, such as a toy drill. The childminder ensures children learn about their own and other cultures, for example through celebrating St Georges day and Diwali. Physical development opportunities are extensive as children play out each day or go to different venues to encourage this.

The welfare of children is given high priority by the childminder who undertakes risk assessments so that hazards are minimised. Their health is supported through healthy home-cooked meals with fresh produce and through hygienic practice and

routines whereby children learn effective procedures in the bathroom. One child says there is 'anti-bacterial soap and Auntie Kim' and laughs with the childminder when she explains. The childminder considers children about to commence potty training by taking them into the bathroom so they get used to it. The behaviour of children is exemplary as they are kind and learn from the childminder good manners and consideration for each other.

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?	3
How well does the setting work in partnership with parents and others?	2
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?	2
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

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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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