

Inspection report for early years provision

Unique reference number	308838
Inspection date	18/11/2009
Inspector	Margaret Baines
Type of setting	Childminder

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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.

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Description of the childminding

The childminder has been registered since September 1999. She lives in Blackpool with her two children age 13 and 18 years. She is registered to provide care for six children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. There are currently 5 children on roll, all are within the Early Years age range. Facilities for children comprise of the lounge and playroom, kitchen and hallway as well as the bathroom upstairs. There is a garden to the rear of the house. The childminder has completed both the Introduction to Childminding and Developing Childminding Practice courses and has also gained National Vocational Qualification Level 3 in Childcare and Education. She is a member of the 'Oak Tree' Childminding Network and has gained accredited status, being able to provide early education as a childminder. She receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness and individual needs of the children that she cares for by gathering relevant information from parents and carers at the beginning of the childminding arrangements. Consequently, children feel happy and settled in her care. The childminder has in place effective policies and procedures, which detail all aspects of the childminding arrangements and the care and learning provided. Parents and carers are provided with this information. She has a system in place to record observations and assessments of the children's achievements in their learning. Areas for improvement and development are identified, however she has yet to complete the self evaluation document to further identify areas for improvement for the benefit of the children. The childminder has addressed those areas for improvement identified at the last inspection. As a result the care and education of the children has been enhanced. She is proactive in her approach to training because she has completed training provided by the local authority to ensure she actively works to maintain continuous improvement for the children in her care.

What steps need to be taken to improve provision further?

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

- continue to develop a system of self-evaluation in order to help to promote continuous improvement to the provision and outcomes for children
- develop the tracking system to ensure children continue to work towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very good understanding of her responsibility with regard to safeguarding children. She is clear about her responsibilities to safeguard the children in her care. She has completed safeguarding training and is committed to the constant review of her knowledge and understanding with regard to children's safety. There are detailed safeguarding policies and procedures in place which are effectively implemented. She has rigorous risk assessments for her home and when she takes children on outings. As a result, the childminder ensures children are safe in her care.

The childminder has in place a procedure to follow that ensures children are collected by persons known to the childminder and who have authorised parental responsibility for them. Toys and equipment are deployed effectively, giving children easy access to enable them to make good choices in their play and learning. For example, children can access the very good range of toys and games from the low-level shelves and storage boxes readily available, in the very well resourced play areas. The childminder is committed to providing a service that is inclusive for all children and their families. She demonstrates this by having available detailed information about each child and their preferences. Consequently she provides children with experiences that complement their learning. One child presently cared for has additional needs, which the childminder ensures are met through effective liaison with those with legal responsibility and other professionals. As a result, she works hard to narrow the gap for each child in her care. Parents receive good information about the day the children enjoy with her, both verbally and in written form.

The childminder is motivated to improve her practice through ongoing training. She attends short courses offered by the local authority. She recognises her strengths and considers ways to improve through self-evaluation, although she has yet to document this. She is committed to embedding ambition and driving improvement as she continually looks for ways to develop and improve, for the benefit of the children in her care.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled as they enjoy their time with the childminder, who provides a wide range of toys and activities to meet their individual needs. For example, children enjoy the small world toys, the tactile toys and the imaginative play resources. The children present enjoy playing with the toy telephones, the small characters; they also enjoy story time sat comfortably with the childminder. The childminder ensures that she provides a balance of adult led and child initiated play. For example, children have enjoy art and crafts using a range of craft materials. Children also enjoy baking with the childminder, where she encourages children to think and learn about measuring and numbers. Children enjoy drawing and painting, making pictures to take home. They also enjoy a very good selection

of books, as they develop their knowledge and skills in communication, language and literacy. Each child has their own learning journey book, which is filled with detailed observations and examples of the children's achievements in photographs and pieces of art work.

Children have very good opportunities to enjoy the outdoors, as they develop their physical skills. For example, they access the rear garden where there is a range of resources for them to enhance their play. They also visit the local parks, where they can use the large equipment as they learn to climb and balance. The childminder uses observation and assessment to identify children's individual preferences and any gaps in their learning. The childminder has begun to identify the children's next steps in their learning as she observes children at play. However, at present she does not have in place a system to track their learning across the curriculum towards the early learning goals.

Children develop their personal skills, as they enjoy regular visits to groups in the community, where they socialise with their peers. Children feel extremely safe in the care of the childminder because she has in place very good systems to ensure the continued safety of the children. For example, she uses risk assessments to identify any potential hazards and she ensures she teaches children about keeping themselves safe. Children are encouraged to take responsibility for their own safety, by picking up toys and staying close to her when on outings. She has in place the required safety equipment when transporting children in her car, including appropriate child seats. The childminder holds a current first aid certificate and has a fully stocked first aid box. She has available the required equipment to ensure that children feel safe in her care, for example, fire safety equipment. Children have the opportunity to practise the evacuation procedure to familiarise themselves with the evacuation of the home at speed. Children adopt healthy lifestyles with the childminder, as she encourages them to learn about healthy eating. They grow plants in the garden, they enjoy outings and they learn about foods that are good for you. Meals are home cooked and include the required five a day fruit and vegetables.

Children make a positive contribution because the childminder ensures that they have a good understanding of what is expected of them, in terms of behaviour and cooperation with others. She works hard to promote the children's positive attitude to others by encouraging them to share and take turns. She uses praise and encouragement to ensure that children develop positive feelings of worth when in her care. Children are developing skills for the future because the childminder ensures that they access all areas of learning. They develop their problem solving skills, as they learn to count, enjoying games and counting elements, every day. They are beginning to develop an understanding about learning, using technology as they use electronic resources in their play. The childminder teaches children about our wider world through access to good resources including books, small world toys and dressing up items. As a result of the commitment to improvement and the very good range of resources, children thrive in this home as they enjoy their learning and development.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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