

Inspection report for early years provision

Unique reference number	EY395728
Inspection date	14/01/2010
Inspector	Lesley Sharples
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since June 2009. She lives in Blackpool close to large open spaces, library and a children's centre. Facilities for children within the home comprise of the lounge, kitchen and a playroom on the ground floor and the bathroom and a bedroom upstairs. There is an outdoor area to the rear of the house.

Registration is for a maximum total of six children and overnight care is included for one child. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She works with an assistant on occasions when required. There are a total of five children on roll, of whom four are in the early years age range. The childminder supports children for whom English is an additional language and those with special educational needs and/or disabilities.

The childminder is qualified to National Vocational Qualification Level 4 and is on her second year of the Foundation Degree in Early Years. The childminder assistant holds an National Vocational Qualification Level 3 in Early Years and a Foundation Degree in Health and Social Care. Advice, support and training are gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with a warm and welcoming and inclusive environment in which they feel safe and secure. Children are making very effective progress in their learning and development, as the childminder has a full understanding of the Early Years Foundation Stage. The frequency and monitoring of progress however, does not reflect the wide ranging opportunities children enjoy. A specific legal requirement relating to recording of medication is missing. The childminder has worked extremely hard to establish strong partnerships, both with parents and others and this is a strength of her practice. The capacity for continuous improvement is demonstrated through evaluative practice and recognising where improvements can be made.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

29/01/2010

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

- review the frequency for assessing progress and planning next steps in children's learning and development, monitoring this so that all areas of learning are covered equally.

The effectiveness of leadership and management of the early years provision

The childminder fully understands how to safeguard children. She has recently updated her knowledge through recent training to intermediate level and is confident in the procedures to follow, should there be any concerns. Children are further safeguarded as documentation, legally required to ensure the safe and efficient management of the setting, is in place with the exception of the prior written permission from parents relating to medication. Appropriate and effective safety equipment, along with close supervision, ensures that children feel safe. For example, sleeping children are checked vigilantly every ten minutes and this is recorded for parents information. Detailed risk assessments are in place along with daily checks and actions, such as, putting down sand in freezing weather, so that children can enjoy the snow safely.

The childminder works hard in her partnership and engagement with parents and others. This means that children are wholly supported in all aspects of their care and learning, through everyone's contributions. Full information is shared relating to language or special educational needs, from all involved and the childminder uses this to influence her planning to include differentiation, taking into account individual abilities. There is a strong two way flow of information between parents and the childminder. This means that exchanges, both written and verbal, ensure day to day life both at home and time spent at the childminder's, is shared. Partnerships with others delivering the Early Years Foundation Stage is strengthened through telephone calls with key persons and the exchange of log books with other settings. This is commendable practice.

The childminder demonstrates her keenness and works hard to drive and embed improvements. Reflective practice helps to identify priorities, such as plans for the outdoor area. Continuing professional development through studying on a degree level course and using her previous experience of working in day care settings, impact positively on the children in her care.

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

Children are progressing well. They enjoy and achieve as they participate in the stimulating and challenging experiences and access a wealth of resources that reflect their interests. This is achieved within an effective learning environment, as there is a dedicated playroom and quiet room, as well as attending groups and

using the outdoor play space. The childminder is adept in allowing children to self-initiate their play and supporting only when required. For example, when choosing an item from a junk box, the childminder asked 'what do you want to do with it?' A decision was made to colour it and this was facilitated with appropriate crayons and felt pens.

Individual progress is monitored through thorough observations and assessments held in their files. The childminder plans focussed activities and records each month what activities have been done which link closely to the areas of learning. This information is shared with parents. However, the infrequency of observations does not fully reflect the many opportunities and experiences children have. As a result, assessment of achievements and the identification of next steps in their learning does not evidence their progress sufficiently and is not monitored to ensure all areas are covered equally. The childminder agrees with this and had been previously advised otherwise. The use of many photographs, both within books and on display, show children are happy and confident, especially delighting in playing in the snow and building a snowman. The childminder takes spontaneous opportunities to talk about 'cold and soft' and 'melting and icy' to enhance the experience.

The outcomes for children's welfare are good. Children feel safe in the secure environment as they benefit from the childminder's alertness and supervision. Practices are implemented well for children to adopt healthy lifestyles. They enjoy physical play indoors and outdoors on nearby walks and parks, to develop their physical skills and strength. Children know when they are tired and settle well to rest because the childminder gives lovely attention to their warmth and comfort. They socialise with others at groups, developing their confidence and self-esteem. Children learn about healthy eating as they are encouraged to eat nutritious foods and often help in their preparation. They develop skills for the future through the provision of early technology and simple programmable toys and other challenging experiences. Consequently, they build up confidence within a safe, stimulating and fun environment.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 29/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 29/01/2010