

Inspection report for early years provision

Unique reference number	EY397787
Inspection date	08/04/2010
Inspector	Valerie Block
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 was registered in October 2009 and lives with her husband and four children aged 11, nine, seven and three years in a house located in the village of Broughton Moor, a rural village close to Maryport, Cumbria.

Children have use of the ground floor of the premises, the bathroom upstairs and enclosed garden at the front of the house. Nearby amenities include shops, playing field, a pre-school group, library, school and beach.

The family has a pet rabbit, which is housed outside, a hamster and goldfish. The childminder has previous experience in pre-school provision as part of the management committee.

She is registered to mind a maximum of four children under eight years of age and at present is minding three children under the age of five years. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder understands each child's profile and interests, and has a satisfactory system in place to use this information together with observation and assessment to plan for children's future learning and development. Children make satisfactory progress in their learning and development. Children are safe and secure, however, risk assessments do not include assessment of outdoor trips at present, as required. Children benefit as the childminder works well with parents for children's benefit. The childminder is committed to continuous improvement and has begun to use self-evaluation tools to make plans for the future. Partnerships with other providers of the Early Years Foundation Stage are effective to promote continuity for children.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing including an assessment of required adult to child ratios. (Suitable premises, environment and equipment). 29/04/2010

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

- consolidate and improve assessment processes, activity planning and access

- to regular play opportunities
- extend resources and activities to help children understand and value diversity.

The effectiveness of leadership and management of the early years provision

Children are soundly safeguarded, because the childminder has sufficient understanding of the indicators of abuse and the procedure to follow should she have a concern about a child. A robust risk assessment of the premises has been carried out and actions have been taken to prevent accidents to children. For example, foam door closures have been fitted to prevent accidents to children's fingers. There are no risk assessments of outdoor trips so in this area, children's needs are not met. This is a breach to requirements. All required documentation is in place to meet children's needs. The childminder's work is supported by a set of written policies, which are shared with parents.

The childminder is committed to improvement and seeks training to improve outcomes for children. For example, she is due to attend training in safeguarding. She has considered her space for children's play and is currently developing a play room to allow children more play opportunities. Anti-discriminatory policies are in place, that challenge prejudice and discrimination. However, positive images of different people in society are only adequately represented in children's play equipment to promote children's understanding of diversity. She has made a satisfactory start at using self-evaluation tools to monitor her performance and make plans for improvements, although she has not used information from others to best avail in this process as yet. Resources, such as, training and advice, are sought to improve performance.

Parents are made very welcome and enjoy close relationships with the childminder who keeps them informed through daily diary entries and verbal exchange. Parents comment on how very satisfied they are with the childminder's service and how their children are well-settled and progressing well. Liaison with other settings providing the Early Years Foundation Stage are in place to effectively exchange relevant information helpful to both parties to care for the children.

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

Children are progressing as the childminder has a sound understanding of the early learning goals and has developed a sound observation, assessment system to plan for helping children move on with their learning. She has planned her play environment to meet children's needs to develop independence, as they are able to choose some toys and activities, although creative play using paints and other media is irregular. She forms good, supportive relationships with children and they are welcomed by all of her family, so helping them to feel safe and secure. Children develop good self-esteem and a sense of security as the childminder is very warm, patient and caring to the children in her care. Children show her a

good deal of affection and go to her for comfort when needed.

There is regular exchange of information with parents and schools to ensure that the childminder is informed about the children and that all parties share appropriate information to help children develop and learn. Children are well cared for as the childminder is vigilant about keeping children safe and healthy, and children settle well in her care. Children learn to be safe as the childminder teaches them about risks in the home and outside so enabling them to begin to take responsibility for themselves. They learn to be healthy as they learn about the benefits of regular physical exercise and understand everyday routines to avoid infection.

Babies are encouraged to develop physical skills and muscle strength as they are given a good amount of space and opportunities to crawl and walk. Their language is also encouraged by the childminder, using good eye contact and talking to young children and also establishing early language through singing and music. Children begin to learn skills for the future as they are encouraged to play with appropriate programmes on the computer and to use electronic toys, so learning about technology. Their good behaviour is encouraged through the childminder patiently encouraging children to share and enjoy each others' company. Small children learn to make friends and be part of the childminder's family and part of the local community as they visit local friends and their children. Regular outdoor play in the garden and walks in the village, with trips to local places of interest, give children opportunities for physical exercise and fresh air.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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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