

Inspection report for early years provision

Unique reference number	EY401743
Inspection date	12/05/2010
Inspector	Wendy Fitton

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 2009. She is registered for a maximum of six children under eight years on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Of these, not more than three may be in the early years age group. There is currently one child on roll in the early years age group. The childminder also cares for her own grandchildren before and after school and during holidays.

The childminder lives with her husband and pet cat in the Padiham area of Burnley in Lancashire. Children have access to a lounge with dining facilities on the ground floor, a bathroom and one bedroom on the first floor and an outdoor rear garden.

She has completed all required training and is pursuing a level 3 qualification in childcare and education. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has sufficient knowledge and understanding of children's individual needs. She has developed some systems for planning and observing children's progress and development needs; linked to the Early Years Foundation Stage. There are positive and effective relationships with parents to actively engage them in all aspects of the organisation, and keep them up-to-date and informed of their children's routines and activities. Policies and procedures for the safe and efficient management of the provision are in place and maintain children's overall safety and well-being. The system for self-evaluation, to identify priorities for future targets and to maintain continuous improvement, is limited.

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, observations and assessments to inform the next steps of learning as children progress towards the early learning goals
- further develop the system for self-evaluation to identify priorities for future targets and to maintain continuous improvement

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because the childminder has carried out risk assessments for the premises and for any outdoor activities. She is aware of her role and responsibility to protect children from any harm, and follows the local

safeguarding procedures. Children are safe and secure in the premises and the deployment of resources are suitable. The environment is child-centred and children can move freely and safely and use suitable equipment, furniture and toys to support their development. She follows her policies and procedures and is committed to giving priority to children's safety. Children feel safe as they approach the childminder confidently and respond to the close physical snuggles and cuddles. They settle immediately in the environment and play and explore independently. The childminder shows commitment to supporting and enabling children to develop and learn. She has links with childminders at the local children's centre and has support from her development worker. She is fully aware of making links with other providers within the Early Years Foundation Stage to promote continuity of care. The childminder recognises some of her strengths and weaknesses and has started to think about self-evaluation. However, this is in the early stages and does not fully appraise the provision and outcomes for the children.

The childminder has positive relationships with parents and involves them in all aspects of the organisation. For example, she presents parents with a policy file that includes information about the service she provides and the organisational policies and procedures. She keeps parents informed throughout the day about what children are doing and completes a comprehensive daily diary to include all care and routine practices. She encourages an induction and settling-in process and ensures that all consent and contract forms are completed in partnership with parents. Children and their families have full access to all amenities and facilities within the home. The childminder aims to include everyone, regardless of any differences or disabilities, and allows everyone an equal chance and access to her service. There is access to an information notice board and any procedures that parents may need to follow. The childminder gathers important information from parents and each child has an individual record form that highlights any particular needs. Children learn about differences through books, activities, and links with the local community groups. The environment is planned creatively and children can access a range of resources to meet their needs and interests.

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

Children are very happy and secure and enjoy their time in the childminder's care. She has created a homely, welcoming and child-centred environment where children are supported and encouraged to learn and develop. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging. The childminder has knowledge of child development and provides a range of experiences and learning activities. This enables her to support children's personal, social, physical and intellectual development. Children participate in outings to local toddler groups, the park, and places of interest. She has started to establish a system for planning her activities according to children's needs, and the children make choices and lead their own play through free access to toys and resources. She has implemented a system for recording her observations of children's learning and development. She takes photographs to describe what children are doing and has started to assess children's future

learning needs. However, this is still being developed and does not clearly identify children's next steps of learning as they progress towards the early learning goals or the links with the six areas of learning.

Children develop their social, personal and emotional needs as they meet with other children and adults at the toddler groups and join in with the music and aerobic sessions. Children feel really secure with the childminder as they snuggle in and respond to the close physical contact during meal times, quiet times and nappy changing. They develop their independence as they choose their own toys, explore the environment and start to feed themselves. Children respond to the routines and rhythms of the day and feel reassured through positive praise and encouragement from the childminder. Children enjoy singing repetitive rhymes and repeating familiar words. They are encouraged to listen and use manners and greetings. They enjoy looking at photographs and books. They listen to and watch other children and copy and join in with actions and conversations. Children mark make with different tools and materials such as sand, crayons and paint. They learn about numbers and rhythm as they repeat counting rhymes. They problem solve with 'cause and effect' toys as they roll and move toys, press buttons, twist knobs and delight in the sounds and music. Children begin to take interest in technology as they use the remote control for the television. They develop their physical skills as they explore the environment; they crawl, pull themselves up with the furniture and empty and fill the toy storage containers. They exercise in the fresh air as they walk to and from school, play on the large equipment at the park, and use the bicycles, scooters and paddling pool in the garden. Children enjoy their outdoor environment and learn about trees, plants, cars and animals. They listen to the different sounds of the different animals. They learn about different people in their community and celebrate seasons and festivals. Children develop their creative and imaginative skills through painting, music, role play and messy play.

Children receive warm, responsive care. They are comfortable and feel safe in the environment. They are not exposed to any risks and are reminded of the safety rules. For example, they understand what to do if there is a fire and the smoke alarm goes off and they know to tidy up toys off the floor and not to leave any small pieces around near the baby. Children's physical and emotional needs are well met as they benefit from healthy snacks and fruit, home cooked foods and regular physical activity both indoors and outdoors. Children develop positive social relationships with each other. They share, take turns, rest and relax according to their needs. The physical environment is safe, clean and secure and effective health and safety procedures protect children from cross-infection. Children understand the difference between right and wrong and are encouraged to behave positively through lots of praise and encouragement.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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

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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: Met

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