

Inspection report for early years provision

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Inspection date	13/04/2010
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.

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Description of the childminding

The childminder has been registered since 1998. She lives in Blackpool with her two daughters aged 13 and 15 years. Facilities within the family home comprise of the kitchen and dining room, which is used as the play area, on the ground floor, and the main bedroom and bathroom on the first floor. There is an enclosed garden to the rear of the house, accessible from the play area. The local area offers two children's centres, two parks, a library and various groups.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a total of six children. Currently there are three children on roll, all in the early years age range. The childminder supports children with special educational needs and/or disabilities.

The childminder holds a National Vocational Qualification at level 4 in Childcare and Education, gained in July 2008. She is part of Blackpool's Teen Parent Network and is also a specialist childminder. Both roles involve fully supporting parents and their children. Additionally, the childminder is in the Childcare Partners Scheme and is undertaking Blackpool's Quality Framework accreditation. 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 outstanding.

Children thrive within the care of the childminder who fully recognises their unique learning and development needs. She uses her extensive experience, qualifications and training when implementing the Early Years Foundation Stage framework, to maximise children's potential in all areas of learning. Excellent partnerships and engagement with parents, and others involved with the children, ensure continuity of care and a two-way flow of information. Children's welfare and safety is paramount and underpinned by comprehensive policy documents and stringent risk assessments. The childminder continually strives for excellence, and makes extremely good use of the Ofsted self-evaluation process and other methods to monitor her work and prioritise improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- expanding on experiences for self-discovery with natural materials, for example in a treasure basket, for babies and younger children.

The effectiveness of leadership and management of the early years provision

Children are thoroughly safeguarded because the childminder has a total understanding of safeguarding issues. This is achieved through up-to-date training, her knowledge of procedures and her active involvement with other agencies. All written policies and procedures are fully in line with requirements, and shared with parents as the basis of strong ongoing partnerships. Documentation for the safe care of the children is very well organised, including consents covering all aspects of practice and the sharing of information. Stringent and comprehensive risk assessments of the premises, and for every type of outing, ensure risks are identified and minimised, and maintain children's safety.

The childminder is fully committed to further professional development and continuous improvement. This is evident through her high level of qualification, the astonishing number of training events attended and from implementing any advice from the monitoring visits by the local authority. The childminder has a firm commitment to providing an inclusive setting for all. She carefully seeks information about children's backgrounds to ensure she can effectively provide for them. She has a clear picture of each child as they join her setting, and as a result, is able to provide a seamless transfer between home and setting for each individual. As a member of the Teen Parent Network, and being a specialist childminder, support for parents is exemplary. Their views and comments are regularly sought. Daily information is shared both verbally and in diaries, and starting points are gathered from initial information recorded by parents in their child's 'All about me' document. This means that parents are fully involved, included and valued. Engagement with many other professionals means there is a cohesive approach to shared care. Parents benefit from the childminder's many years of experience and are sensitively supported in childcare matters.

Highly effective steps are taken by the childminder to evaluate her practice and the setting. The self-evaluation is exceptionally detailed, demonstrating how well the childminder has examined her setting and her practice. Continuous improvement is reflected in the way the childminder embraces the Early Years Foundation Stage framework, and her high level of commitment to children in all aspects of their welfare and learning. She makes considerable and effective use of the self-evaluation form to identify her strengths and where to improve her service and the outcomes for children in her care.

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

The children flourish in the loving and nurturing learning environment in which they are fully supported. The childminder tracks their development from the first day they attend, and uses this information to plan a stimulating and exciting variety of learning opportunities to suit their stage of development. She has expert knowledge of the children's likes and dislikes and their individual learning styles, using this to motivate and encourage their development and maximise their

learning potential. Children benefit from a real sense of belonging, feeling totally safe and comfortable with the childminder. There are obvious loving and secure relationships, shown through smiles and the enjoyment of cuddles. This is a true strength of the childminder's practice, as she is totally competent in all aspects of her professional work.

The children have freedom of movement between the playroom and outdoor areas and self-select from well-labelled see through boxes of resources. This helps promote their developing choice and independence in what they want to do. The amount of time and the commitment to ensuring children are supported in their progress is reflected in their learning journeys. A repeated cycle of observation, assessment and planning means that children continually engage in meaningful and challenging experiences. The innovative use of many sequenced photographs and written observations enables next steps to be identified and planned for, in all areas of learning. This is effectively monitored in a checklist, so that gaps are identified. Children with additional needs are skilfully supported and this maximises their ability to succeed and promotes positive outcomes for all.

The childminder is accomplished in supporting children, working closely when needed and allowing them time to repeat and reinforce newly found skills. She asks open questions helping them to think things through; for example, 'Where is your favourite book?' and poses them with simple problems to solve, such as, shape sorting. This helps in developing their skills for the future. Children respond positively to plenty of praise. They are learning to understand simple requests, such as, 'Please don't go there' and 'Help me pick these toys up so the baby cannot reach them'. They learn the reasons why, because the childminder takes the time to give full explanations. This helps children understand acceptable behaviours. Children are taken out into their local community where they join in groups and play in a sensory room, which expands their range of experiences. Opportunities for babies to explore a range of natural items are limited within the childminder's home, and are a consideration for the childminder to implement to improve practice. The children also visit the library and places of interest; for example, the zoo. These times encourage social development and learning about others.

Children's welfare needs are completely met by the childminder. Their future economic well-being is already encouraged through early technology as they delight in levers, buttons and switches which make noises and light up. They learn about hygiene routines, have plenty of drinks to keep them hydrated and eat nutritious foods. Walks along the prom and beach, and outdoor play contribute to gaining plenty of fresh air and exercise, thus promoting a healthy lifestyle. They play safely because measures are in place to ensure the risk of accidents is minimised. Children learn about keeping themselves safe, including practising the emergency evacuation procedures. Children receive equal attention from a calm, thoughtful and kind childminder, and as a result, are happy, well-settled and gaining self-assurance as individuals.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

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

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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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