

Inspection report for early years provision

Unique reference number	405206
Inspection date	18/05/2010
Inspector	Lisa Patterson
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 was registered in 1995. He lives and works closely with his wife, also a childminder, in Fulwood, Preston, close to shops, parks and local schools. Minded children have access to the whole of the ground floor, including the front lounge, back room and conservatory, and the kitchen. Bathroom facilities are available on the first floor, and the upper section of the garden is registered for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. He is currently minding five children in this age group. He also offers care to children aged over five years and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder holds a National Vocational Qualification at level 3 in early years. He is a member of the Preston Childminder Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and uses this knowledge to provide appropriate activities and interactions. Parents are included in the learning process, and liaisons with other settings and agencies who may be involved with the child are highly effective. As a result, children make good progress towards the early learning goals. Children's welfare is prioritised and all relevant documentation is in place, however, lacking detail in some areas. The childminder is committed to enhancing his skills and makes good use of evaluation systems for monitoring his effectiveness and developing his practice.

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 medication is given (Safeguarding and promoting children's welfare) 19/05/2010
- ensure risk assessments include the date and by whom they were carried out. (Suitable premises, environment and equipment) 19/05/2010

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

- develop the indoor and outdoor environments to be rich in signs, symbols, letters and numbers, and provide more access to equipment supporting

development in information and communication technology.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a secure understanding of child-protection issues. This is underpinned by recent training and comprehensive policy documents, containing relevant contact details. Children's safety is paramount and recent renovations to the outdoor area, as a result of continuous risk assessment, have improved accessibility. Risk assessments do not currently contain details about when and by whom they were carried out, as is required. All documentation is in place and well organised. While the childminder does not take full responsibility for this area, he is very knowledgeable about the requirements and where to find information should the need arise. Parental signatures are not always obtained prior to administering medication, which is a requirement.

The childminder works effectively with his co-childminder to identify areas for development. They work together to produce an action plan using a template from the childminder network. This focuses his development, such as specific training needs, and ensures improved outcomes for children. The childminder is fully committed to further professional development and attends a good selection of training events, sharing information where necessary with his co-childminder. This ensures key information is exchanged effectively.

There is an extensive range of resources, which are supplemented through the childminder network toy library. Children are able to self-select from the resources. The childminder also offers alternatives if two children want the same thing, for example, when two children both want a toy pram. There are displays of children's work in the hallway and some in the play areas, though, there is limited language and number on display in both the indoor and outdoor play spaces. The childminders work extremely closely together and are well deployed to ensure children are effectively engaged at all times.

Parents enjoy good partnerships with both childminders. They receive feedback on a daily basis and are able to access the learning journey folders whenever they want. The weekend diary is used to good effect in prioritising learning and engaging children in conversations. The childminder also works in the local nursery and uses information gained in the setting to feed into the learning journeys, as well as, where necessary, liaising with other agencies. This means children's individual needs are thoroughly understood and effectively catered for by the childminder.

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

Children feel safe and secure in the childminder's care. They stay close when a stranger appears and he offers them reassurance. They lift their arms and know

that they he will stay close and give them a reassuring cuddle. They enjoy healthy and wholesome snacks and meals, mostly prepared in the home. Toast time is a social occasion, with childminder and children sitting together to eat. He reminds them to wash their hands after using the bathroom and talks about germs and bugs when they wash their hands prior to lunch. The children are very well-behaved. They respond well to the calm requests from the childminder, for example, to make sure they look behind them when reversing the toy car, to ensure they do not run anyone over.

He sings to and mimics baby utterances to help them develop an understanding of how conversation works, and talks all the time about what they are doing. They snuggle up for a story when they are tired or are waiting for their lunch to be prepared and thoroughly enjoy the experience, talking about the pictures and what will happen next. The children and the childminder try to work out where the roof of the play house is leaking, because they find that their toys are wet. They count as they go up and down the steps to the conservatory and enjoy a variety of puzzles and activities to develop an understanding of shape. They learn about the world through observing wildlife, including a deer and foxes, from the upper part of the garden, and know to look after the plants through watering them in the warm weather. They have a good understanding of diversity, gained through a wide range of resources portraying positive images and planned activities. They love to look at the frog spawn and are rearing caterpillars into butterflies. Even young children experience the feel and texture of soil through participating at their own level in a planting activity. They love to grab the compost and throw, developing their coordination. While there are programmable toys available, there are limited opportunities for children to develop skills in information and communication technology. Children enjoy fresh air and exercise on a daily basis. They are outside for most of the day, using the wide range of sit-and-ride toys, slides and the see-saw. The childminder is very supportive to younger children in helping them to access appropriate equipment, for example, the smaller slide, and they watch teddy have a go too. Children enjoy creating both in three dimensions and on paper. They role play in the playhouse and share songs together.

Tracking systems have been implemented and show that the children are making good progress towards the early learning goals. All areas of learning are equally covered by all children. These systems are used to provide activities which are appropriate to their development and individual needs. The childminder works well with his co-childminder to make observations and feed into the learning process. This means that every child's needs are effectively met.

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	2

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:	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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