

Inspection report for early years provision

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Inspection date	10/06/2010
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 January 2010. She lives in Blackpool with her husband and their five children, aged 20, 19, 14, nine and six years. The family home is close to large open spaces, two children's centres and nearby shops. Facilities for children comprise of the playroom, lounge, kitchen/dining room, toilet and hand washing facilities, all on the ground floor. There is a designated play area to the rear of the property with a separate area for the family dog. There is also a rabbit, a guinea pig and marine and tropical fish tanks.

The childminder is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum total of five children under eight years, no more than three of whom may be in the early years age range. Currently there are two children on roll who attend full time. Both children are in the early years age range. The childminder supports children for whom English is an additional language. The childminder is a member of the National Childminding Association and gains advice, support and training from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is recognised and catered for and they are happy within the setting. This supports their progress in their learning and development while in the care of the childminder. Their safety and welfare is well promoted and documentation is thorough and organised, which underpins all aspects of practice. Partnerships with parents are strengthening and the childminder is using effective means of communication, as children attending have English as an additional language. The childminder uses sound methods to reflect on her practice to raise standards and further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- build up resources that reflect the diversity in the wider world, so children learn about others as part of their everyday play activities
- offer children experiences and play opportunities with natural resources which support sensory exploration
- minimise hazards to children in relation to the toilet door, so they are unable to lock themselves in.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by the childminder who is clear about her role in protecting children. Policies and procedures are robust in ensuring children's safety and welfare. Further training is planned for when the childminder can attend. Children play and learn in an environment free from hazards as thorough risk assessments have minimised the potential of danger. There is an exception though, relating to a lock on the bathroom door. Consents are gained from parents for the use of outdoor equipment, for example the trampoline, an experience which children really enjoy. Resources are deployed effectively to provide children with a stimulating learning environment, both indoors and outdoors, in which they can move about freely and access resources easily.

The childminder has only just commenced working with children. She is working hard in forming relationships with parents. She uses different means for communication, such as a translator and accepting the offer of one parent to speak Polish with another parent, who does not speak English. The childminder is also learning some simple words in the children's own language. She understands the importance of exchanging information and getting to know children well, using the 'All about me' format for initial information. This ensures that starting points are recognised and she can meet the individual needs of children. Photographs illustrate how children are spending their time with her, collated into their own album. New children expected to start shortly are having introductory visits to become acquainted with the childminder and her setting. Although children do not attend any other settings who deliver the Early Years Foundation Stage, the childminder knows to liaise with them and share information about the children.

Initial reflective practice using her self-evaluation form and discussions show the childminder has identified strengths and areas where she can make some improvements. She would like to obtain more large resources, such as a play house, and acknowledges insufficient resources that reflect equality and diversity, for example different languages in books and positive images of children around the world.

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

Children are happy in their play and learning and this is reflected in their smiling faces and joy in what they are doing. They freely choose from resources which excite and intrigue, such as the range of books available and playing in the sand outside. The childminder has commenced a learning journey for each child and has fully grasped the importance of observation, assessment and planning for next steps, to help children progress. Observations are well written and link to an area of learning. Future activities are identified and recorded in order to develop skills, for example using large chalks and big paint brushes for outdoor mark making. Photographs evidence a range of activities children do that are appropriate and extend their interests, such as dancing.

The childminder ensures she uses plenty of non-verbal means of communication with children to compensate for the language barrier. Children respond positively by putting their thumbs up and smiling, and the childminder ensures she uses simple words during play. She counts when children are on the swing and talks about cars and the animals in the jigsaw they do together. Simple technology is available for children to use, for example a microphone and tape recorder, which helps to promote their future social and economic well-being. There are, however, a lack of natural resources which stimulate sensory exploration, such as treasure baskets. Children learn to care for and look after living things by feeding the rabbit and watering the plants.

Children have formed positive relationships with the childminder and feel secure with her and her family. Routines and personal care needs are well supported, which enables the children to develop a positive sense of belonging. The risk of cross-infection is reduced through the use of individual items and gentle checking that hands have been washed. Fresh air and exercise feature daily and children have various opportunities for physical development on wheeled toys, slides, swings and a trampoline. They help themselves from the fruit bowl and have plenty to drink to keep them well-hydrated. The childminder has practised the emergency evacuation procedures and, as a result, has put up a poster so that it prompts discussion. Children are encouraged in manners and praised for their achievements, which promotes their self-esteem.

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?	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	2
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

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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	3
The extent to which children adopt healthy lifestyles	2
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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