

Inspection report for early years provision

Unique reference number	EY394147
Inspection date	30/06/2010
Inspector	Ferroza Saiyed

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 2009. She lives with her partner and son aged three years in the heart of Chorley town centre. The whole ground floor of the childminder's house is used for childminding and the outside play areas, which are fully enclosed. The childminder takes children on regular outings to parks, and places of interest.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is currently minding one child in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children on weekdays from 7am to 6pm for 50 weeks of the year. The childminder receives advice and support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment for all children and their families. Children are beginning to make some progress as they have access to a suitable range of activities and resources to support their learning. However, the childminder's understanding of the Early Years Foundation Stage is being developed to support children's learning. The childminder has some awareness of areas for development, but she has not yet developed any procedures to evaluate and monitor her practice. Partnerships with parents are sufficient, though parents are not fully included in the learning and development of their child.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the Early Years Foundation Stage Framework and further develop the observation of children to the expectations of the learning goals and use information gained to help plan activities to further support individual learning
- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children
- develop procedures to gather starting points and increase involvement with parents in supporting their children's progress so that learning is linked and extended within the home.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. The childminder has attended safeguarding training and is secure in her knowledge of child protection issues. She has a good

understanding of the procedures to follow if she was concerned about the welfare of a child in her care. The Safeguarding policy meets the latest requirements. Children are kept safe and secure in this well organised and well maintained family home. The childminder checks the environment daily to ensure children's safety at all times. She clearly explains how she minimises risks to children in her home and on outings through appropriate safety arrangements and by completing detailed written risk assessment. Records ensure that children are collected by named persons, who are known to the childminder and procedures are in place to ensure children cannot leave the premises unsupervised.

Children's health and welfare are promoted through appropriate implementation of childminding policies, which are shared with parents at the start of any placement. They receive written information about the setting, including relevant policies and procedures and are kept up-to-date about their child's care through verbal feedback and daily diaries. The childminder invites parents and children for introductory sessions and gathers relevant information required to meet the children's individual needs, for example, dietary and health requirements. However, the systems to find out about children's starting points in relation to their learning and development, are not fully robust, and parents are not actively involved in their child's learning which means, they cannot contribute to their child's learning and development. She is fully aware of the wider context of partnership with others, although this is not applicable at present.

The childminder shows a positive attitude towards attending relevant training to develop her practice. She discusses her practice with other childminders and has some understanding of areas for further development. However, she has not implemented any robust procedures to monitor and evaluate her practice in order to promote outcomes for children.

Space is used well as the childminder organises her premises so that children have the freedom to play indoors or outdoors as they choose. She offers a range of quality toys and equipment and satisfactorily uses these to interest and involve the children. The childminder demonstrates a sound understanding and awareness regarding equality and diversity. She makes her resources available to all, and is careful to equally include children, while being aware of some individual needs.

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

Although children have only attended for a short period of time, they are beginning to settle well in the childminder's home. The childminder understands the importance of allowing children time to settle and to develop relationships. Space is appropriately organised so that they can move around freely and independently, and choose from a suitable range of resources. Although the childminder has begun to familiarise herself with the Early Years Foundation Stage, she is not fully confident at using it to effectively promote children's learning and development, in all areas of their learning. The childminder recognises the importance of play and is beginning to develop a planning system to complete observations to promote next steps in their progression towards the early learning goals. However, planning

and assessment are currently in their infancy.

Toddlers are well supported in the development of their walking skills. They pull themselves to a standing position using domestic furniture and sturdy toys, helping them to balance. They are supported well as their physical mobility and coordination increase. The childminder is aware of children's individual interests. For example, she knows they enjoy looking at animals and makes sure these are placed within easy reach. She provides a wide range of stimulating and interesting activities for different ages which are flexible to their needs. Resources are stored at a low level, so that the children can initiate their own independent choice and decision making during the day. Children benefit from the caring, loving and affectionate relationship they have established with the childminder as they snuggle comfortably into her, when they are tired. She knows them well and is flexible to their individual needs.

They enjoy vocalising as the childminder initiates conversation and reinforces their attempts to speak, for example, they learn to say 'ta' when given snacks and they try and repeat the names of fruits. Younger children understand simple meaning, for example, when the childminder says 'come and look at this'. Children delight in playing in the water, making waves and splashing each other. They develop close relationships with the childminder and enjoy sitting on her lap for story time.

Children's welfare needs are fully addressed. They enjoy healthy routines throughout the time they attend, gaining plenty of fresh air and exercise each day. They are kept well hydrated through continuous access to their own drink containers and they drink plenty of water. Healthy snacks, usually fruit, are provided. The childminder takes the necessary steps to prevent the spread of infection and appropriate action taken when children are ill. The childminder uses age appropriate strategies, such as distraction and explanations. Children are learning to share, take turns and be kind during their play. Their good behaviour is actively encouraged through positive role modelling. These measures successfully develop children's self-esteem and their respect for others. Children are developing many skills that will contribute to their future economic well-being. For example, they are eager to use programmable toys as they become increasingly confident in pushing buttons and switches, which means they are learning how things work.

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	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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
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

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