

Inspection report for early years provision

Unique reference number	EY104287
Inspection date	07/12/2010
Inspector	Janet Singleton
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001 and lives with her partner and two children aged 10 and eight years within Lancaster. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor is used for childminding. The bathroom and the front bedroom on the first floor are also used. The premises are within easy reach of public transport, shops, parks, schools and community resources. The childminder is registered to care for a maximum of five children under eight years. There are currently two children attending both of whom are within the Early Years Foundation Stage. The childminder also offers care to children over five years. Children are taken to and collected from schools and preschools. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder uses her knowledge of the Early Years Foundation Stage to enable children to make satisfactory progress towards the early learning goals. The childminder's organisation of the dedicated playroom allows for children to move freely and make choices in the child-centred environment. The required policies and procedures for the safe and efficient management of the setting are in place. The systems for ensuring the suitability of all adults in the home are robust. Partnerships with parents and others are satisfactory with information shared between them. The childminder demonstrates her capacity to improve through the evaluation of her practice. The actions from the last inspection have been addressed. The childminder has made links with the sure start early years consultant to develop her improvement processes to further promote all outcomes for children.

What steps need to be taken to improve provision further?

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

- improve and develop the planning to reflect how the observation, assessments and next steps for learning are used to progress children towards the early learning goals
- assess the environment regarding the use of the television to ensure it does not distract or interrupt children in their learning.

The effectiveness of leadership and management of the early years provision

The children are safeguarded because the childminder has increased her knowledge of child protection through training. The required policies are in place and she is confident in the action she would take should she have any concerns

regarding child abuse. The childminder ensures the suitability of all adults in the home through robust vetting procedures, including a criminal records check. The home is secure with risk assessments in place for all areas used by the children. The required parental consents are in place and are comprehensive, for example, emergency medical treatment or advice, outings and sun cream are all signed by parents. The childminder's increasing and solid knowledge of the Early Years Foundation Stage enables her to develop the observation and assessment system to meet children's needs satisfactorily. This ensures children's individual needs are met. The dedicated playroom allows for the children to access resources and make choices from the well equipped storages units. Equality and diversity is promoted through resources and books and from the inclusive environment provided for all children. The childminder has the appropriate resources to support children, including a travel cot and high chair. However, the television, although on a children's channel, is used as a background noise and is not conducive to promoting children's learning. The childminder has established sound relationships with parents as she seeks information regarding the children's starting points. They receive information about the setting on their children and their learning journey is shared with them. They are asked to contribute to this process in order to provide an all round and consistent approach to their children's learning. The childminder is seeking training to support her own development of her skill base to further meet children's needs. Appropriate evaluation systems are in place and this, combined with the commitment in bringing about improvement, is of benefit to the children and supports their satisfactory progress towards the early learning goals.

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

Children are happy and secure as they move freely throughout the play room. They have positive relationships with the childminder which means they feel safe as they seek reassurance from her. The childminder has developed a folder of work for each child. This includes the assessment and observations identifying the children's next steps. Pictures of children's work are included within the folder and a monthly assessment and observation takes place on each child. However, it is not sufficiently robust to link what the children are doing regarding their next steps to the Early Years Foundation Stage. This is in order to plan for their identified learning and development requirements. The children play in a homely environment where they can learn through their play experiences. They make choices from the quality resources available to them. They stack bricks to make a tower as they work with the support of the childminder, talking about how they are to make the tower and where to place each brick, therefore, developing their language and physical skills. The children enjoy a lovely relationship with the childminder as they sit together on the floor, as she supports them and assists them in their play. They learn about the world around them as they enjoy playing with the cars, making car noises and moving them on the track. They are occupied and engrossed in their play. They enjoy activities such as art, craft, painting and drawing, thereby developing their creative skills. Their art work is displayed on the wall. They read books together as they learn that print carries meaning. Children are well behaved and the childminder has house rules displayed for the older

children. For the younger children she talks about their behaviour and supports them by using methods such as distraction and removal from the situation. Praise is used effectively to support children and build their self-esteem and confidence. This interaction and the childminders role modelling of behaviour ensures she can teach children to be safe and take some responsibility for their own behaviour. The childminder engages in appropriate hygiene practices as she provides hand wash gel and encourages children's development and understanding of why they need to keep clean. They benefit from a range of home made meals and snacks as she takes into account their individual dietary requirements. Children are able to learn and develop in a welcoming, inclusive environment as they develop attitudes conducive to learning and developing skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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