

Inspection report for early years provision

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Inspection date	28/01/2011
Inspector	Helene Terry
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 1993. She lives with her husband and adult son in a property in Bolton, Lancashire. The whole of the ground floor of the home and the bathroom on the first floor are used for the children. The rear garden is used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. At present, she has five children on roll between the ages of one and 13 years; most of whom attend for various sessions throughout the week. The childminder takes children to and from the local school. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends toddlers groups and is a member of the National Childminding Association. She has a Level 3 qualification in early years and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers warm and loving care in her well organised home and children make good progress in all areas of learning and development. She makes strong relationships with parents and others to ensure that each child's unique needs are identified and met. Systems for evaluating the provision are mostly effective and she demonstrates continuous improvement through her good implementation of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission, is requested at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment. (Safeguarding and promoting children's welfare) 08/02/2011

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

- develop further systems for observation and assessment to ensure that all six areas of learning are clearly tracked over a period of time for each child
- ensure that when fire drills are carried out the details are recorded in a fire log book.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded as the childminder has attended training in child protection, has a clear understanding of the signs and symptoms of child abuse and has a written child protection policy which is shared with parents. All adults in the home have been vetted to protect children. Children's safety is further assured as the childminder has conducted thorough risk assessments of her home and minimised risks to children. The childminder is well organised and children's health and welfare are effectively underpinned as all of the required policies and procedures are in place. The childminder has obtained written permission to seek emergency medical treatment or advice for children from some of the parents. However, due to new forms being compiled, she has failed to obtain it for the newer children. This is a breach of requirements. There are clear fire evacuation procedures in place; however, the childminder does not keep a record of when fire drills take place.

Resources are very well deployed. The childminder uses her time very well to supervise children closely and is skilled at knowing when to interact and when to leave children to develop their own play. Children develop independence as they select their activities from a wide range of accessible resources. Daily routines ensure that children have plenty of opportunities to play and learn indoors and outdoors. They also have ample space to move and play indoors without restriction.

Equality and diversity are promoted and the childminder has a good knowledge of each child's background. She ensures that they play with toys and books that reflect positive images of society and welcoming posters ensure that children from all backgrounds are welcome.

Children benefit from the good partnerships with parents. Parents receive good information about the setting in the form of daily chats and they are given access to the policies and procedures. Parents also have access to their children's development records, which they can take home. This ensures continuity of care for each child; as a result, their individual needs are met very well. The childminder has systems in place to link with other settings that children attend so that she can provide continuity of care and education when they start school and preschool.

The childminder has a positive approach to improvement and is proactive in seeking courses to support any areas for development. For example, she has updated her first aid certificate and has completed safeguarding training. She also intends to do food safety training this year. She reviews and evaluates her provision on a regular basis and takes parents and children's views into account. She has addressed the recommendation for improvement that was raised at the last inspection; as a result, the garden is safer for the children.

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

The childminder provides a stimulating learning environment. She has a good understanding of the Early Years Foundation Stage; therefore, children's progress towards the early learning goals is well supported. A good range of resources and interesting activities help children learn well in all areas. A record of children's progress is maintained through observation and assessments and the next steps in learning are identified, taking into consideration their interests and learning styles. However, the development records do not securely identify how children are making progress towards the early learning goals across all six areas.

Toddlers explore the environment freely and with interest and learn by interacting with others. They make sounds with their voices and understand simple sentences and follow commands. For example, when asked, 'Can you throw the balls into the bowl?', they quickly make good attempts. Children delight in exploring activities using their senses. They enjoy rolling and throwing the glitter balls and playing with the home-made shakers, observing changes. Toddlers also mark make using the boards and chalk and notice the marks that they have made. They are developing very good concentration spans, as demonstrated when they play for a good deal of time with the ice cubes, stacking them, shaking them and feeling the cold on their hands and their mouths. They are beginning to investigate how things work and happen when they press buttons on activity toys and enjoy hiding in the den, lounging on the soft cushions. They begin to problem solve using shape sorters and simple jigsaws and experiment with sound, using the different musical instruments.

Children develop a healthy lifestyle as they take regular walks with the childminder and benefit from easy access to local parks. They also enjoy playing in the garden on a regular basis. Children benefit from healthy snacks and meals freshly prepared by the childminder following their dietary needs. Sugary and salty snacks are kept to a very minimum, ensuring that children begin to understand about food that is good for them. They play safely indoors and outdoors as the childminder reminds the children about safety issues. For example, she reminds children to tidy some toys from the floor to avoid tripping over and they learn about road safety when out and about.

The childminder helps the children to stay healthy by teaching them to use careful hygiene routines. She provides disposable hand wipes and individual towels and bed linen to prevent the spread of infection. Frequent praise and the childminder's calm and consistent approach to behaviour management ensure that children are gaining in confidence and that their well-being is assured.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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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