

Inspection report for early years provision

Unique reference number	308337
Inspection date	03/02/2011
Inspector	Denise Sixsmith
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 1995. She lives with her husband in Blackpool, Lancashire. The whole of the ground floor of the childminder's house including the upstairs bathroom is used for childminding. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered to care for a maximum of three children under eight years at any one time, no more than three of these may be in the early years age range. She is currently minding four children in this age group. The childminder is registered by Ofsted on both parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She is part of the local childminder group and takes the children to the local library, carer and toddler groups and the park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are met very well by the childminder. She has established good working relationships with parents and some links with other Early Years Foundation Stage providers. Children's individuality is valued and their sense of belonging promoted effectively throughout the inclusive environment. The childminder plans, monitors and supports children's interests to fully support their learning and development and ensure they make good progress. She reflects on her practice and demonstrates a clear commitment to training and development to support ongoing improvements and outcomes for children.

What steps need to be taken to improve provision further?

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

- review the system for updating documentation to ensure that there is consistency in recording information when new documentation is introduced
- extend the risk assessment record to ensure it clearly states how all the identified hazards are minimised, for example, the radiator on the upstairs landing
- build on the current system to further develop the flow of information of children's learning and development with other providers of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a good understanding of her responsibilities towards protecting and safeguarding children

from abuse and neglect. She has attended related training and plans to refresh this in the near future. Risk assessments are clearly recorded as required and cover all areas of the house and garden that the children use and includes outings. However, the record has not been updated to include a radiator on the upstairs landing that may pose a hazard. A collection of comprehensive written policies and procedures have been developed to support the delivery of the service and enhance children's safety. The childminder has attended first aid training to enable her to deal appropriately with minor accidents. All required records are in place, readily available for inspection and maintained in generally good order.

The childminder demonstrates a strong commitment to making ongoing improvements to her service. All recommendations made at the last inspection have been acted upon to improve outcomes for children. The childminder has a self-evaluation system in place to review her practice and, as a result, has identified and arranged future training. She recognises that further development to the system for sharing information with other Early Years Foundation Stage providers would provide a more consistent approach for the children and enhance her service.

Partnership with parents is good. They receive information about the provision during the settling-in process. The childminder uses information gained at the start of the placement to identify children's individual learning and care needs. A comprehensive daily diary for young children provides a good ongoing dialogue between the childminder and the children's parents, ensuring that changing needs are shared. Parent's state through letters supplied for the inspector that they are very happy with the service that they receive. For example, their child feels part of the family and they gain confidence in the caring and loving environment.

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

The childminder provides a welcoming, safe and homely environment for children where they make good progress in their learning and development. She spends time observing the children at play and records the information to identify the children's next steps in their development. The plans for the week are displayed on the whiteboard in the kitchen area. A booklet containing photographs of the childminder's toys is in place to assist the children in making choices from toys in the store room. The childminder has a positive approach to inclusion. She provides resources which reflect the wider community and makes sure that all children feel welcomed and valued. She calmly provides support and reassurance to the children, which helps them to feel secure and enhances their confidence.

Toddlers and older children play together harmoniously, and learn from each others' actions. For example, one child asks how many sugars they want in their pretend tea and the younger children watch and copy. The childminder ensures that each child gets a turn and encourages their participation, supporting positive relationships and enhancing self-esteem. Language and vocabulary is promoted well as the childminder talks to the children and asks questions to encourage

thinking and develop their play. For example, children decide that they want to dress up and become pirates as they look through the dressing-up box. They talk about how much things cost and pay money to the shopkeeper at the clothes shop to buy hats and shirts while on their pretend shopping trip. As a result, they are confidently using and developing number language and problem-solving. Through ongoing positive interaction with the children, the childminder ensures that they are successfully developing good skills for the future. Children thoroughly enjoy the hammer game, resulting in lots of laughter as they try to hit the correct block. Children have ample opportunity through weekly events to swing, climb and balance at local activity centres where they socialise with other children and childminders.

The childminder deals with disagreements calmly, explaining to the children, for example, how they can share with their friends. She gives lots of praise and encouragement and therefore children are keen to please and demonstrate positive attitudes and behaviour. Children are assisted to begin to understand the wider world as the childminder provides regular outings in the community enabling them to mix with other childminders and children. Children are learning the importance of keeping themselves safe through daily routines and activities. For example, they talk about safety in the kitchen and how things are hot as well as listening to talks from the fire fighters and learning about road safety on walks.

The childminder promotes children's good health by providing positive examples daily. Consequently, older children are learning good independence skills such as hand-washing. The childminder promotes healthy eating by working with parents to share and meet any specific dietary requirement. Her enjoyment of cooking ensures that the meals and snacks she provides for children are well balanced and nutritious. The children enjoy fruit at snack time and sausage casserole with three different vegetables for lunch followed by home made apple pie for pudding. Drinks are readily available throughout the day for children to ensure they remain hydrated. The children have lots of opportunity to gain the benefits of fresh air as the childminder walks with them to and from the park and other events.

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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