

Inspection report for early years provision

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| Unique reference number | EY412848 |
| Inspection date | 03/03/2011 |
| Inspector | Lisa Patterson |

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| 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 August 2010. She lives with her husband and three children aged two, four and 15 years in Blackpool. Minded children have access to the whole of the ground floor, inclusive of lounge and kitchen/dining room. Toilet facilities are on the ground floor. There is a fully enclosed garden to the rear of the property for outdoor play. Family pets include four rabbits.

The childminder is registered to care for a maximum of four children under eight years, at any one time, no more than one of which may be in the early years age range. She is currently caring for two children in this age group. She is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder regularly takes children to and collects them from local schools.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the needs of the children to support their individual needs effectively though systems for tracking progress are in their infancy. Children are safe and secure, however the risk assessment lacks detail in part. Partnerships with parents successfully ensure children's needs are met and the childminder liaises with the after school club on a regular basis, although links with the school are less well developed. Regular self-evaluation by the childminder makes sure priorities for development are identified and acted upon, resulting in provision that responds to all individual needs.

What steps need to be taken to improve provision further?

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

- review the record of risk assessment to highlight control measures in place for identified areas of risk, such as the raised patio area
- match observations and liaisons with other settings providing the Early Years Foundation Stage more fully to the expectations of the early learning goals, in order to track children's progress more effectively.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because the childminder has a secure understanding of the indicators of abuse. There is a comprehensive written policy document outlining her duties should she have a concern. Effective risk assessments are in

place covering all aspects of the home and all outings. While the risk assessment of the rear garden highlights the hazard of the raised patio area, control measures are not identified. All required documentation is well completed, stored confidentially, while being close to hand should the need arise. The childminder is committed to ongoing development and uses the Ofsted self-evaluation form well to identify sharp targets for the future. She has developed a good understanding of the Early Years Foundation Stage and implements this well. She works closely with the local authority, acting upon advice and has attended training in safeguarding children.

Resources are plentiful, including those which show positive imagery. They are well maintained and effectively organised to allow independent access. Children move freely from one area to another, making choices about resources and requesting additional equipment, for example, 'the chasing tails'. There is some language displayed and books are organised attractively. Parents enjoy close relationships with the childminder and are encouraged to take an active part in their child's time in the setting. They receive a wealth of information prior to attending and regular newsletters keep them in touch with key events. Daily diaries provide a good link with events from home and school. Partnerships with other providers of the Early Years Foundation Stage are effective for most children.

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

Children thoroughly enjoy playing in the bright and airy room. They independently access the resources and enjoy impromptu activities, such as creating a den in the corner. They laugh with delight as the childminder adds more layers of fabric and it becomes darker and darker. They are beginning to share the resources and are encouraged to take turns, for example, when doing a jigsaw puzzle together. Behaviour is well managed and the childminder has clear boundaries, which are shared with parents and children. Children enjoy a variety of healthy and nutritious meals and snacks and their dietary needs or likes and dislikes are fully implemented. They enjoy lots of fresh air and exercise in the large rear garden. They are proficient in climbing, pedalling, chasing, crawling and balancing and this area is well resourced. They wash their hands at appropriate times with antibacterial handwash gel and are reminded as to the reasons why. They learn to be safe through gentle reminders by the childminder to help tidy away the toys or to slow down when indoors. Discussions when out and about draw the children's attention to safety near roads and water.

Observation, assessment and planning is well established and the childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She uses her knowledge of the child to plan for the future and identifies their next steps. Tracking of development is not, however fully in place to show how much progress the children have made and children who only attend after school have very little information about development recorded.

Children thoroughly enjoy books and snuggle up at various times of the day for either independent reading or a story time with the childminder. The childminder

has recently introduced planning for developing phonic understanding for the pre-school children. They enjoy the actions and puzzles and are given choices as to whether they want to carry on or to do something different. Children solve puzzles with jigsaws and towers and lots of use of everyday opportunities is made to develop mathematical understanding. 'What time is it Mr Wolf' is used to develop number and they talk about more and less during snack time. Children learn about the world around them through a wide variety of activities. They plant seeds, looking after them as they watch them grow, they talk about looking after the world during their many varied visits. A wide range of resources is available showing positive images of diversity and they are proficient in the use of the laptop and mouse which is regularly available to them. They sing songs together, and music playing in the background sometimes instigates dancing. They pretend to be animals in the garden as they chase each other's tails.

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

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| 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

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| 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

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| 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

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| 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

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