

Inspection report for early years provision

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Inspector	ISP Inspection
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 1996. She lives with her husband and two adult children in a residential area on the outskirts of Preston. Local shops and open play spaces are within walking distance, and the childminder transports children in her car. The whole of the ground floor of the childminder's home is used for childminding purposes, except for the bedrooms. There is a securely-enclosed garden for outside play. There are five children on roll, all in the early years age group. Children attend on a full-time and part-time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The family has a dog and a cat. The childminder attends the local playgroups and a local childminding group. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as the childminder implements generally effective methods of planning, observation and assessment. Well-targeted plans for improvement help ensure there is a good capacity to maintain improvements in the outcomes for children. Partnership with parents and others is strong and supports the children effectively. Children are cared for in a well-organised environment where effective procedures are in place to safeguard them.

What steps need to be taken to improve provision further?

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

- record risk assessments connected with outings and trips and review these at regular intervals including when you might change something connected with that outing.
- develop assessments to give a summary of a child's achievements at a particular point in time so their progress can be tracked.

The effectiveness of leadership and management of the early years provision

The childminder implements a wide range of safety measures to ensure children are cared for in a safe environment. Safety gates limit children's access to the stairs and kitchen; fire detection equipment is in place and all household members have been appropriately vetted. Detailed risk assessments are in place on the premises to enhance children's safety further. Outings are well managed to keep children free from harm, however the risk assessments for these are not always recorded. The childminder has a good knowledge of safeguarding. She has attended training in this and is well aware of the signs of abuse and the proper

procedure to follow should she have any concerns.

Children's individual needs are well met as the childminder ensures she has all the necessary information to care for the children. There are a good range of resources and activities to help children learn about other people from different backgrounds. Role play and books show positive images of people from different backgrounds; children learn about different festivals from other cultures and take part in activities, such as dressing up in different cultural costumes and trying food from different countries.

Strong partnerships with parents play an important role in the children's development. Parents are provided with good information about all aspects of the setting, through policies, daily discussions and free access to their child's development records. Partnership with other provisions delivering the Early Years Foundation Stage to children has a positive impact on children's learning.

Accurate self-evaluation identifies well-targeted improvements, such as improving assessment records to more clearly identify children's learning progress. The childminder demonstrates a good capacity to maintain continuous improvement by attending regular training which has a positive impact on the outcomes for children. For example, training on observations and planning has led to more clearly identified next steps in children's individual learning.

A good range of well-maintained resources is available for children. They select freely the activities that interest them from boxes at their height, providing choice and independence. The outside is freely accessible and children enjoy moving between indoors and outdoors.

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

Children practise good routines of personal hygiene, washing hands before eating, wiping runny noses and are encouraged to cover their mouths when they cough. They learn well about the importance of healthy practices, such as brushing teeth and eating a balanced diet. They have daily opportunities for exercise in the garden, through trips to the park or soft play centres.

Children have very secure relationships with the childminder, going to her for cuddles and snuggling in when they have just woken up. They have good opportunities to learn about staying safe. They regularly practise the evacuation drill and explain confidently what they would do if there was a fire.

Cooperation and kindness is demonstrated by all children. They play very well together, helping each other dress up as a pumpkin and a bride and take turns on the piano. They practise their manners, saying please and thank you and receive lots of praise from the childminder which builds their self-esteem. Rules of the house are recorded as pictures and writing to develop further children's

understanding of the boundaries.

Children make good progress toward the early learning goals. The childminder plans a wide range of interesting activities for the children to promote their all-round development. She uses lots of open-ended questions to promote their thinking and imagination and carries out regular observations of children and these are clearly linked to the areas of learning. These are used well to identify their individual next steps in development, although there are no summative assessments to show children's progress clearly across the six areas of learning.

Children have many opportunities to practise their mark making skills, for example when painting and drawing. Older children can write their own name competently. They are becoming confident communicators, answering questions and describing events that have taken place. They enjoy books and story sessions at the library. They sort, match and count in everyday routines and use mathematical language when describing if they are bigger or smaller than other children. They develop their knowledge and understanding of the world as they play the piano and realise that by pressing the foot pedal they make a different sound. They learn about the outside world from trips to the zoo, farm and shops. They enjoy singing familiar songs to themselves and enjoy role play and dressing up. They have lots of opportunities to be creative, painting life-sized outlines of themselves, sticking and printing.

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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