

Inspection report for early years provision

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| Unique reference number | 301552 |
| Inspection date | 31/03/2011 |
| Inspector | Sue Birkenhead |

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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 was registered in 1993. She lives with her adult son in the Green Lane area of Blackburn close to local facilities, schools and transport links. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed yard area available for outside play.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years at any one time, of whom three may be in the early years age group. She is currently minding four children, two of whom are within the early years age. Children are cared for on a part-time and full-time basis. 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 satisfactory.

The childminder develops a positive understanding of the Early Years Foundation Stage, consequently, children's individual needs are generally met and the positive progress they make towards the early learning goals is supported well. However, there is a breach in the requirements relating to the attendance register. The childminder provides a very welcoming, inclusive environment where children's welfare is of paramount importance. Positive relationships develop with parents and the childminder establishes effective links with other settings the children attend. This complements their learning and ensures their care is approached with consistency. The childminder demonstrates a suitable commitment to continuous improvement and is in the early stages of using the self-evaluation form to reflect on her practice and outline some aspects for future development.

What steps need to be taken to improve provision further?

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

- ensure the daily record of the names of the children looked after and their hours of attendance are completed daily (Documentation) 14/04/2011

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

- update the record of risk assessment to include an assessment of all outings and trips
- update car insurance details to provide adequate cover for transporting children
- develop further the procedures for self-evaluation taking into account the

- parents views
- improve assessment by obtaining children's developmental starting points on entry to the setting and extend the planning to ensure they are linked to individual children's next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her responsibility to protect children following the training she attends. She clearly recognises the signs of abuse and procedures for reporting concerns supported by the written policies in place. The completion and regular review of risk assessments of her home and use of necessary safety equipment mean risks to children are effectively minimised. However, the assessment of risks for outings are more general and do not incorporate all areas they visit. The childminder suitably organises her records to respect confidentiality and in the main accurately record information. However, the daily attendance record is completed once a month and not daily as required. This constitutes a breach in the welfare requirements although the impact on children is minimal. In addition the vehicle insurance does not reflect appropriate business use. The childminder begins to give thought to the continuous development of her service. For example, she documents some areas she intends to develop in the part completed self-evaluation form and engages in discussion with fellow childminders. She has attended minimal training since her last inspection, although she has addressed the recommendations raised at her previous inspection. As a result, improvements have been made to children's safety, records systems and the provision of resources.

She develops effective links with other settings children attend as they discuss their individual progress and how to extend their learning. The childminder develops positive relationships with parents by exchanging information initially. The verbal feedback daily informs parents of their child's well-being and content of their day. The parents have regular access to the children's individual development files to make them aware of the progress they make and involve them in their learning. However, systems to enable them to regularly contribute to them have not been introduced. Written policies are shared with parents making them aware of the childminder's practices and procedures including safeguarding and complaints. In addition, a wealth of information is on display offering support and guidance if needed. Parents appreciate the continued support the childminder offers and she values comments they make. However, no formal systems have been introduced to collate their views to support the systems for self-evaluation.

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

Children are cared for within an environment that is very welcoming, inclusive where their sense of belonging is fostered well. As a result, they are comfortable, confident and happy in the childminder's care. The extremely well organised designated play room is adorned with children's art work, information and

educational posters. The very good deployment of a wide range of good quality resources supports the children in their learning and development well and encourages the development of their independence. The childminder interacts positively with children and they engage in conversation throughout all they do. This positively contributes to the development of children's communication skills and language. Activities are mainly planned according to the times of the year and the places they visit. At other times they are more spontaneous, although a good balance of adult-led and child-initiated opportunities support their continuous learning. Children's individual files contain planned and spontaneous observations which are linked to the areas of learning, refer to their next steps and supported by photographic evidence. However, children's next steps outlined are not used to inform future planning and developmental starting points on entry to the setting are not obtained to act as a baseline from which to monitor their positive progress.

The many good learning opportunities and the childminder's effective role-model support the development of the children's future skills. Children enjoy positive relationships with others, sit and have lunch together and play cooperatively to promote and extend their social skills. Their interest in books is positively encouraged as they freely select books of their choice and talk of 'The three Billy Goats Gruff' story the childminder reads to them. The childminder effectively extends the children's knowledge of colours and number during everyday experiences. Consequently, they competently count to 16 as they walk down the stairs, begin to recognise number shapes on the magnetic board associated with their age and sort and match bricks by colour. They show an awareness of letters that make up their name as they sound them out, attempt to write them down and find associated letter shapes with interest. Children have many opportunities to explore creativity. They make models from re-cyclable materials; create sharks and hedgehogs using play dough and express themselves freely through other creative materials. Children develop an understanding of the natural world, as they take walks locally to collect leaves for collage and observe the wildlife. Many useful resources introduce children to basic technology from a young age. This includes the use of the computer, interactive resources, such as, the cash register, piano and radio. Children's understanding of the wider world is increased through the many resources and the festivals they celebrate to promote positive images of diversity.

Children learn to stay safe as they practice road safety during walks and engage in emergency evacuation drills, which are documented. They indicate they feel safe as they are confident to visit the bathroom alone and ask for help when they need it. Children say they feel safe but couldn't explain why. Their behaviour is managed effectively and as a result of the regular praise they receive in recognition of their achievements they develop their self-esteem and confidence. As a result, children behave well. They learn about personal hygiene throughout the daily routine, know this is to get rid of germs and confidently shout to the childminder when she goes to the bathroom, 'Don't forget to wash your hands'. Children have regular opportunities to develop their physical skills. They play outdoors using the sit and ride resources, visit the park where they can negotiate the wooden bridge to promote balance and coordination and crawl through the tunnel.

Children receive a healthy balanced diet and learn about healthy foods and the

effectiveness on their overall well being. This contributes to the children's developing awareness of a healthy lifestyle.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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 | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

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 | 3 |
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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

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| 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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