

Inspection report for early years provision

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Inspection date	05/05/2011
Inspector	Lesley Sharples
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 2001. She lives with her husband and their four children aged 11, 10, five and three years old. The family home is in Lytham St Annes close to open spaces, park, schools and library. Facilities for children are all on the ground floor and comprise of the playroom, toilet and kitchen. There is an enclosed garden to the rear and side of the home.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Registration is for a total of four children at any one time. Currently, there is one child attending who is within the Early Years Foundation Stage age range. The childminder is also able to offer care for older children over five years and currently works two days each week. The childminder supports children who have special educational needs and/or disabilities. The childminder is a qualified Nursery Nurse and has previously worked in a management position in a nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy in the care of the childminder and are making good progress in their learning and development. Their uniqueness is fully recognised and strong partnership working with parents and other professionals ensures a shared approach. The childminder has effective policies and procedures and systems in place to ensure children are safeguarded and their welfare needs fully met. She has completed a self-evaluation of her practice and has a positive approach and commitment to maintaining continuous improvements which impact positively on children.

What steps need to be taken to improve provision further?

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

- develop systems for observation, assessment and planning for next steps so they are inline with requirements within the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder is clear about her roles and responsibilities, should there be any child protection concerns. Current safeguarding procedures are held and the childminder recognises the importance of reviewing her knowledge and understanding and has arranged to attend a training event. Rigorous risk assessments are completed so that children are kept safe both on and off the premises. Emergency evacuation procedures are in place and a record of practises held, which means children become familiar and know

what to do.

Partnership with parents and others is strong. This ensures continuity in children's care and learning. The childminder knows the children well, as regular information is exchanged within a daily diary between the parents and the childminder. This includes passing on programmes of support from other professionals which the childminder implements, such as signing and reinforcing words the speech therapist advises. Professionals also visit children in the childminder's setting, for example, physiotherapist and Portage workers. The childminder also views children's learning journeys from other settings where they attend, as parents bring these to the childminder. This shared care approach maximises children's potential to succeed.

The childminder reflects on her practice and identified areas of weakness. Her positive response from using the self-evaluation form demonstrates her capacity to drive improvements. She has implemented the two recommendations made at the last inspection and is looking into doing an early years degree. The childminder gives effective consideration to the deployment of resources. The learning environment is extremely well-organised to promote self-chosen activities by children. The wealth of good quality activities are freely accessible and many reflect diversity and disability. Children feel safe and totally included, they have their own pegs for belongings and move about the environment with ease and familiarity.

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

Children are making good progress in their learning and development, fully supported by the kind and caring childminder. They play meaningfully within a vibrant and stimulating environment which stimulates and captures their interest. There is a beneficial balance of adult-led and child-initiated play with purposeful interaction to extend learning inline with programmes to focus on speech and language. Children enjoy their time and learning is fun for them, especially playing with musical instruments and singing. The childminder is fully adept in supporting children's progress and offers many experiences in all six areas of learning. However, the requirement for observation, assessment and planning for next steps is not fully inline with the Early Years Foundation Stage.

Children are learning about their own and the wider community. They visit the library for story time and regularly go to the park for different experiences on large equipment. Trips widen their experiences, such as, accompanying children on their pre-school trip to the zoo. Simple technology fascinates children as they use a laptop computer with the childminder and play other programmable toys. Their creative development is promoted through various craft activities, for example, vegetable printing and designing masks to wear. Mark making opportunities develop early writing skills and number is included in everyday play, such as threading with beads. Physical skills are enhanced using balls outdoors as well as various wheeled toys. Children show real delight in just running around, reflecting their happy disposition.

Children's welfare needs are very well met. They are learning about healthy lifestyles through their daily routines. The risk of cross-infection is minimised because they play in a spotlessly clean environment and have their own towel to dry their hands. Children especially enjoy visiting the childminder's allotment to pick produce, so they learn about foods that are good for them whilst benefiting from fresh air and exercise. They have easy access to water, so keep well-hydrated. Children experience a close and warm relationship with the childminder, within a positive and nurturing environment in which they are thriving. They receive an abundance of praise and encouragement which helps them understand about accepted behaviour and boosts their self-esteem, laying down firm foundations for their future.

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

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

Met