

Inspection report for early years provision

Unique reference number	EY255744
Inspection date	10/11/2011
Inspector	Jacqueline Baker

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 2003. She lives with her husband and adult daughter on Walney Island near to Barrow-in-Furness. There are shops, a school and a park within walking distance. The whole of the ground floor of the property and the bathroom and designated bedroom on the first floor are used for childminding. There is a fully enclosed garden at the front of the house used for outside play. The family has a pet dog. They also have horses, ducks and hens which are kept in a field nearby.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years old and currently has four children on roll. She is accredited to provide free early years education to children aged three and four years of age.

The childminder is a member of the National Childminding Association and has a level 3 childcare qualification. She is also a member of the Furness Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment where overall, children make good progress with their learning and development. Children's safety and welfare is given a high priority and the childminder encourages children to learn about healthy lifestyles and how to keep themselves safe. She is skilled at developing strong partnerships with parents and other providers; this has a positive effect on making sure that every child's needs are met. The childminder is committed to continuous improvement and is achieving this through regular self-evaluation and by attending on-going training.

What steps need to be taken to improve provision further?

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

- develop further opportunities to increase children's understanding of their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Children are safe and secure as the childminder has a good knowledge of safeguarding and the procedures to follow in order to keep children from harm. The childminder supervises the children at all times and all adult members of the

household have regular Criminal Record Bureau checks. Risk assessments for the premises and all outings are thorough and reviewed at regular intervals. This means that the children are well protected when using equipment and making regular visits to the woods or beach. Children are further protected because the childminder keeps good records including accident, medication and attendance records.

The childminder is dedicated and is continually seeking ways to improve outcomes for the children. She attends training and researches extensively to improve her knowledge which in turn, enhances opportunities for children in her care. Good use is made of rigorous monitoring activities such as self-evaluation and questionnaires to parents and other providers. Actions taken are well-chosen and carefully planned, so that impact is evident in most of the areas in which it is needed. For example, the childminder has designed and implemented a report sheet which she shares with parents and other providers concerned with an individual child. This has had a good effect on building strong partnerships and improving the continuity of care for children.

The childminder is sensitive to ensuring equality of opportunity for children in her care and has policies that reflect this. She has a good level of knowledge of each child's background and this helps to promote positive development for most children. The environment is skillfully organised to provide a homely, child orientated provision where children are well nurtured. Resources are stimulating, fit for purpose and able to support children's learning. This together with the childminder's good knowledge of the Early Years Foundation Stage means that children make good progress.

The childminder forms strong professional partnerships with parents and carers. They are kept well informed about their children's progress through regular discussion and access to individual learning profiles. Parents are complimentary about the care and opportunities their children receive. Partnerships with other providers are good as the childminder has been proactive in seeking opportunities to liaise with nurseries. This has had a great benefit to the continuity of care for the children and therefore enhances their learning opportunities across the two provisions.

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

Children thoroughly enjoy spending their day with the childminder. They are happy, content and making good progress with their learning and development. The stimulating environment means that children find plenty of activities and are able to follow their own interests. For example, children become absorbed in checking the slide for loose nuts and bolts. They put on goggles and using spanners spend some time busily 'mending' their equipment. The childminder has a good knowledge of child development and uses effective methods to track children's progress. She regularly observes the children, records their progress and plans for their future learning. This ensures that all children's needs are met and that any areas for support are identified as soon as possible. Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They love sharing stories with the childminder and choose finger puppets to enhance the story of 'The Three Bears'. They are able to

contribute to the story and the effective questioning from the childminder enriches their understanding and learning. Children engage in a good range of resources and experiences to support their understanding of diversity. However, further developments are needed to support children as they mature in order for them to learn more about the wider world. Children show good progress with their numeracy skills as they count cakes made from dough. Their 'cakes' are then used in the role play area where they serve each other in the cafe, taking turns to be customer or to take money. This helps to develop their understanding and skills at using numbers in practical situations.

Children show that they feel secure and safe in the provision as they have a strong sense of belonging and know what is expected of them. They move around the house safely and request to use the bathroom when necessary. This shows their growing confidence and helps to develop good levels of self-esteem. Children remember to wash their hands before meals and after using the toilet. A special hand washing song, taught to them by the childminder, helps them to wash thoroughly and learn about staying healthy. The childminder takes great delight in developing children's understanding of the healthy lifestyles and the natural world. For example, she encourages children to taste different fruits and vegetables. The children have great satisfaction in then ticking a chart to record their new found likes and dislikes. Every opportunity is taken to be outside with trips to the beach or taking the dog for a walk in the woods. This enhances the children's enjoyment of being outside in the fresh air and of taking exercise.

Children take initiative working well independently as well as collaborating and co-operating with their peers. They behave well, consider others and are taking responsibility when together, for example by tidying away playthings and preparing the table for lunch. They are making good progress with communicating, literacy and skills relating to information and communication technology. This means they are very well equipped with the skills they need in order to secure future learning.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----