

Inspection report for early years provision

Unique reference number	EY418640
Inspection date	11/11/2011
Inspector	Janet Singleton
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 was registered in 2011. She lives with her three-year-old child, her mother and her stepfather in their home in Oswaldtwistle, Accrington. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet cat.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage and attends on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in their learning and development, and their welfare is promoted appropriately. The required documentation for the safe and efficient management of the setting is in place and regularly reviewed. Partnerships with parents, carers and other agencies are satisfactory. The childminder maintains a safe environment, with risk assessments completed. The system for evaluating the quality of the provision is in its infancy and not yet sufficiently robust.

What steps need to be taken to improve provision further?

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

- provide a rich and varied environment that supports children's learning in regard to the resources being available to them, and monitor the use of the television to further challenge them in their overall learning and development
- further develop understanding of safeguarding issues in order to implement the safeguarding policy appropriately
- develop the systems for self-evaluation as a basis for the ongoing internal review of the provision.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are satisfactory, with the required policies and procedures in place. The childminder has undertaken training and is aware of whom she should report to should she have any concerns regarding a child in her care. However, she is less sure of the issues surrounding child protection, for example, when to talk to parents in the first instance. Appropriate risk assessments

for the home and for outings are in place and regularly reviewed, providing a safe environment for the children to play in. Her sound knowledge of the Early Years Foundation Stage means children's priorities for learning are identified and planned for as they make satisfactory progress toward the early learning goals considering their starting points. Although resources that interest children are readily available, further resources to promote a richer and more varied environment are not as readily accessible to them. Also the childminder does not monitor the use of the television in order to promote the education, learning or development of the children.

All children are included and valued, with their needs being identified and planned for. They learn about the differences and similarities of people as they take part in activities, such as celebrating their own and the festivals of others, and access some resources to build their knowledge of diversity. They have sense of belonging as they play and learn in a dedicated playroom. The childminder builds satisfactory relationships with parents by providing regular verbal information and engaging in discussions about their child's overall development. Currently, there are no children attending other settings or agencies, and as a consequence, partnerships with others are satisfactory. The childminder has begun to evaluate her practice and has started to identify the strengths and weaknesses of the setting. She has identified the need to evaluate the activities she provides for children and the need to develop a system for seeking feedback from parents. This action supports her plans to further improve outcomes for all children in her care, but is not sufficiently robust to ensure these are carried through to completion.

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

Children are happy and enjoy their time with the childminder as they make satisfactory progress towards the early learning goals considering their starting points. They play and learn in a welcoming home where they can make some choices about their play. Outdoor play is promoted daily to ensure children have the opportunity to develop their physical skills and remain healthy as they go for walks and pick leaves in the park. The satisfactory knowledge of the childminder means she can plan to meet children's individual needs and provide an inclusive environment for all. Through her effective observations and identification of the children's next steps in their learning, she is able to plan for and organise activities accordingly. The childminder has completed learning journeys for the children, in which she keep photographs and examples of the work they have undertaken.

Children are secure with the childminder and readily seek her support in their play, for example, sitting together and reading books. They enjoy the experience of holding and turning the pages of the book, pointing to the pictures, giggling and making the noises of the animal they are naming. Younger children show their pleasure as they move their bodies in rhythm to the music and laugh and giggle as they enjoy themselves. They use their imagination in the role play as they decide to go for a walk; the child picks up a bag from the dressing up clothes and places it on her shoulder as she gets ready to go for her pretend walk. Children use the wheeled toys as they use their developing physical skills to propel the toy forward.

They build a tower laughing as it topples over. They develop their mathematical understanding as the childminder uses mathematical language, such as bigger and smaller, incorporating positional language as she explains it is 'underneath'.

The childminder supports and praises children, building their desire to try in order for them to succeed. The children are generally well behaved as they are reminded of the expectations for behaviour. The childminder gently coaxes them to listen and gives explanations about the consequences in order for them to keep themselves and others safe. She praises children and engages in spontaneous conversation as she builds their confidence and self-esteem. They are provided with a balanced, healthy diet as they enjoy home-cooked food. The childminder acts as a positive role model as she regularly cleans her hands with antibacterial gel. Menus are shared with parents and children's dietary requirements are planned for. Overall, children play and learn in a calm and secure environment which is conducive to them making satisfactory progress in their learning and development.

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

The effectiveness of leadership and management of the early years provision

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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
--	-----