

Inspection report for early years provision

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| Inspection date | 29/03/2012 |
| Inspector | Sue Heap |
| 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 2001. She lives with her husband and 13 year-old daughter in Walton-le-Dale, Preston, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding. The rear garden is used for outdoor play. There are steps to the front and rear of the property. The family has two cats.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding two children in this age group. The childminder is registered for overnight care. The childminder also cares for children aged five to 11 years. The childminder has an early years qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is organised and provides early years provision that is of a satisfactory quality. She places a strong emphasis on children's care, welfare and learning and most aspects of safety are good. Warm and caring relationships with children are well established and she cares for them in an inclusive and enabling environment. She shows a sound level of commitment to improvement through self-evaluation and access to training. Most aspects of documentation regarding working in partnership with parents are good. She shows a strong understanding of when and how to work in partnership with other professionals when applicable. This means that children's individual needs are fully met and are reflected in practice.

What steps need to be taken to improve provision further?

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

- complete and maintain a current paediatric first aid certificate (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 12/04/2012

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

- develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder is well-informed about child protection issues and the procedure to follow should she have any concerns about a child in her care. All members of the household over the age of 16 have completed the required vetting procedures. Good quality risk assessments of the home and equipment are in place. These are reviewed regularly to ensure that children are continually cared for in a safe environment. All relevant documentation to promote children's health and safety regarding any accidents or medication is available and stored confidentially. However, although she applied a few months ago to renew her first aid certificate, the childminder has not been successful in gaining a place to date. As a result, her first aid certificate expired a few days ago. Consequently, she is in breach of regulations.

The childminder demonstrates a strong level of commitment to providing a professional service. She actively reflects her practice and attends regular training courses to develop her skills and knowledge. She has gained an Early Years qualification at level 3 since her last inspection. Through self-evaluation, she successfully identifies this as a key priority for improvement along with developing her observation and assessments. These will improve the outcomes for all children in her care. Children have access to a superb range of good quality toys and equipment within a dedicated playroom. These are well-organised to provide an accessible environment where they can make choices and decisions in their play and learning. Resources which promote all aspects of diversity, such as small world figures, puppets, dressing up clothes and story sacks are readily available. These successfully promote inclusion and children's ability to learn about the wider community. Space within the home is used effectively to offer space for children to sleep, eat and play in comfort.

The childminder is an experienced practitioner and has developed good relationships with parents. They are given good quality written policies and procedures which cover most aspects of the childminder's care, along with the contract to read at their leisure. This enables parents to make an informed decision. The childminder has successfully completed the recommendations from the last inspection to improve partnership working, such as putting permission slips and a complaints record in place. Parents continued involvement is encouraged through daily conversations, text messaging or a daily communication book. Systems to involve parents in children's learning are done informally. Parents comment extremely positively on 'the excellent childcare facilities', the childminder's flexibility and that, 'children are happy and safe'. The childminder makes a strong contribution to children's achievement and well-being, particularly those children who may have special educational needs and /or disabilities. For example, she has provided visual stimulation and learning sign language for children who find verbal communication difficult.

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

The childminder has implemented good quality observations and individual planning for each child. These clearly identify the next steps for children in their learning and development and their overall progress in each area of learning is effectively monitored. The childminder has a secure knowledge of each child's individual needs, likes and capabilities. As a result, they benefit from a wide range of enjoyable play opportunities and experiences both inside and outside the home which offer them challenge. She gives children lots of opportunities to explore sensory materials, such as sand, water, or mixing play dough and baking. They develop their creativity and imaginations using a wide variety of media, art and craft materials or mark making with chalks outdoors. The children are thoroughly absorbed in their play, often concentrating for long periods as they fit the train track together or play with a wide range of small world figures. They have good opportunities to develop skills in and use technology, such as push-button toys and use tills in their role play. As a result, children develop good skills for the future.

The childminder successfully promotes children's health and welfare. She works closely in partnership with parents to ensure children's health, care and dietary needs are met. Home-made, healthy nutritious food is provided on a daily basis and healthy snacks of fresh fruit are also provided. She is well-organised, often bulk cooking food and storing meals in the freezer. This means food preparation does not detract from children's care. Good hygiene practices ensure that children are not at risk of cross infection and they show a good level of understanding of their self-care skills at this time. Children's privacy and dignity are respected and given close attention at times of nappy changing or toileting. For example, younger children are changed in a separate area and the childminder waits outside the bathroom door when older children use the area.

Children benefit from fresh air and exercise each day. As the childminder does not drive, they walk to and from school, using the 'walking school bus'. They confidently explain what they must do before crossing the road and know to walk indoors. They benefit from other activities which promote their good health and physical development, such as ball games and wheeled toys.

Children enjoy the warm and trusting relationships they have formed with the childminder and each other. They snuggle into her on waking and older children are sensitive and nurturing to younger children. They show younger ones how to use the check-out till when engaged in role play. As a result, children are respectful of others needs and develop a strong caring attitude. They behave well due to the clear messages they receive and the childminder acting as a good role model. She uses positive methods of behaviour management, which are age appropriate and she calmly and sensitively gives explanations. Consequently, children show a good awareness of responsibility as they quickly help tidy the toys away before lunch. They also have good opportunities to be involved in the decision making processes as they are encouraged to put their ideas forward for the purchase of new toys and equipment onto a wish list.

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 | 2 |
| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

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 | 2 |
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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

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- complete and maintain an appropriate First Aid certificate (Welfare of the children being cared for)(also applies to the voluntary part of the Childcare Register) 12/04/2012
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints)(also applies to the voluntary part of the Childcare Register) 12/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (Welfare of the children being cared for)(Procedures for dealing with complaints) 12/04/2012