

Inspection report for early years provision

Unique reference number	EY434266
Inspection date	19/06/2012
Inspector	Lynne Naylor
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 2012

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 partner in Thornton-Cleveleys, Lancashire. Most of the bungalow is used for childminding. The decked area of the garden is fenced and available for outdoor play. The childminder walks to toddler groups and is able to take children to, and collect them from, local schools. There are two dogs and a cat in this home.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant, six children may be in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children attending who are within the Early Years Foundation Stage. Currently, there are no children attending aged over five years. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and development. Some useful systems to support and extend children's learning are in the early stages of implementation. Each child's individual care needs are met through suitable partnerships with their parents. The childminder has not yet cared for any children who also attend other early years provision. However, she understands the benefits of developing links with the other settings when the need arises. The self-evaluation system is not robust; however, the childminder steadily improves the service in areas of her choosing. She demonstrates a sound capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- identify children's starting points and develop the recently implemented observation systems in order to effectively assess and plan their next steps in learning
- enable parents to contribute their views about their children's learning and use this information to plan their next steps
- develop the self-evaluation process to assess what the setting offers against challenging and robust criteria and engage parents in the process
- extend opportunities for children to learn how to keep themselves safe, for instance, practise evacuations while children are present.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of the possible indicators of abuse or neglect and how to liaise with appropriate agencies. Her written safeguarding procedures are workable and in line with those of the Local Safeguarding Children Board. Systems to record risk assessments, accident, medicine administration, evacuation drills and children's attendance suitably meet requirements. However, evacuation drills have not been practised when children are present. This limits children's opportunity to learn how to keep themselves safe. The childminder provides a learning environment that is suitably organised to be inclusive, accessible and safe. She completes daily visual checks to make sure that identified hazards are minimised. The childminder holds a valid first aid certificate, which means she is competent to take appropriate action in the event of an accident.

Suitable, written policies and procedures, which are given to parents, contribute to the management of the setting. The childminder has positive relationships with parents. They exchange some useful information to support children's care needs verbally and sometimes in a daily diary. The childminder has a basic knowledge of the learning and development requirements for the Early Years Foundation Stage and is beginning to refer to the guidance in order to monitor children's progress. The childminder has recently implemented useful systems to observe and record children's progress. As yet, they are not sufficiently used to assess children's learning or identify their next steps. There is little information available to keep parents well informed about their child's achievements or to agree next steps for development.

The childminder successfully develops her practice in areas where she focuses her efforts. She provides children with independent access to an increasing range of accessible toys of suitable challenge for those present. High quality resources are varied and some promote positive attitudes to differences in culture and respect for diversity. She takes on board the views of parents but does not yet actively seek them. The childminder understands the benefits of working in partnership with other settings delivering the Early Years Foundation Stage to ensure progression and continuity for individual children.

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

Children make generally sound progress due to the effective way the childminder supports their learning through encouragement and praise. Every day, children enjoy different group activities in the local area. When not at a group activity, children flow freely from the home to a secure outdoor decked area, which enables them to experience some outdoor learning. Children's starting points and capabilities are not clear, which hinders the childminder's ability to identify and effectively plan for their next steps in learning. However, the childminder plays alongside the children and interacts well with appropriate questioning to promote

some aspects of their learning.

Children's understanding of health, hygiene and safety is mainly promoted through discussion and daily routines. They eat a healthy lunch, such as tuna and pasta, which meets their dietary needs. They enjoy some first-hand experiences, which increase their awareness of nutrition; for example, they help the childminder to choose fruit from the supermarket. They develop good physical skills of agility, balance, co-ordination and climbing as they attend an organised weekly group. Children also develop confidence and self-esteem through the structured programme. They demonstrate a sense of security and confidence as they interact well with the childminder. Children talk about safety issues as they play, and also about crossing roads safely when out in the local area. The childminder is calm and caring in her approach to the children. She constantly gives them positive praise for their achievements. Children develop valuable language and literacy skills as they chat with the childminder and through sharing books together. They demonstrate an increasing awareness of numbers as they count the blueberries before eating them at snack time. Some days, children enjoy opportunities to draw, chalk and paint, which helps to develop their early writing skills.

Children's behaviour is good and they have confident and happy dispositions. They develop social skills that equip them well for the future as they meet with other children at group activities. Some planned activities are beginning to raise children's awareness of diversity. They make decorations for the Queen's Jubilee and paint Olympic rings in preparation for the torch travelling through their local area. Children bring items from home and their holidays, such as a friendship bracelet and a postcard from Jamaica, which help them learn about the wider world. Toddlers demonstrate an awareness of technology and how things work as they turn off the television when they leave the room. They push buttons on toys to activate sound and develop their musical creativity as they play a piano keyboard attached to a book.

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
--	-----