

Inspection report for early years provision

Unique reference number	EY437816
Inspection date	14/05/2012
Inspector	Sandra Harwood

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 was registered in 2011. She lives with her husband and four children in Blackpool. The whole of the ground floor, first floor bathroom and front bedroom are used for childminding. There is an enclosed garden for outside play. The childminder uses her car and walks to take the children on outings to the park, shops and other places of interest. She offers care to older children before and after school. The childminder has a variety of pets which include cats, gerbils and bearded dragons.

The childminder is registered on the Early Years Register to care for a maximum of four children under eight at any one time, of whom three may be in the early years range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to work with an assistant. When working with her assistant she is registered to care for eight children, of whom four may be in the early years age range. There are currently five children on roll within the early years age range. Children attend a variety of sessions.

The childminder's hours of work are 7.45am until 6.45pm Monday to Saturday all year. She is a member of the National Childminding Association and local childminding support group. She also receives support from the local authority. The childminder has a level 3 qualification in childcare and her assistant has a level 2 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has established positive relationships with children and meets their individual needs well. She provides a varied range of activities that help them make progress in their learning and development. Relationships with parents are positive and they discuss children's learning and progress informally. Generally, the childminder uses self-evaluation well to identify strengths and weaknesses in her setting. Children's safety and protection is secure because the childminder implements effective policies and procedures.

What steps need to be taken to improve provision further?

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

- develop further the systems for self-evaluation to prioritise areas of development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected because all adults who work in the house are suitable to do so and hold current Criminal Record Bureau checks. The childminder has effective procedures in place for identifying any concerns about children in her care. The childminder and her assistant have recently updated their safeguarding training and are aware of possible indicators of abuse. Attention to children's safety is given a high priority. Risk assessments are completed efficiently; consequently, children play and move safely within the setting. Effective assessments are carried out to ensure children's safety on outings and when travelling in the car.

The childminder uses space and resources effectively. All resources and equipment are of good quality. They are freely accessible and enable children to make free choices and decisions about what they would like to play with. Children benefit from a warm, welcoming child friendly environment but also have access to a quiet room where they can rest, sleep or engage in quieter activities.

The childminder is enthusiastic about her provision and is motivated to ensure her own, and her assistant's, continuing professional development. They regularly attend training courses and use this to improve outcomes for children. The childminder looks for ways to improve her provision and identifies realistic assessments of her own practice and areas for improvement. However, evaluation does not focus priority on areas for development to ensure improving outcomes for children. The childminder works closely with the local authority early years worker and acts on suggestions to improve her practice.

The childminder has a close working relationship with parents and carers. She gathers useful information about each child through the 'All about Me' book, which includes likes and dislikes and their individual routines. This means children's individual needs and parent's wishes are met. Parents provide positive feedback via questionnaires. Comments confirm that children benefit from close attention in a happy, safe environment. The childminder attends the local childminding support group and local children's centre. She uses these opportunities to work with other professionals to share knowledge, skills and expertise. The children do not currently attend any other early years providers; however, the childminder is very aware of the need establish links and share information on children's learning and development to ensure consistency of care.

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

Children are very confident and happy in the childminder's care. They are forming good relationships with the childminder and others who attend. Children are beginning to develop their skills in negotiation and cooperation, with clear

guidance from the childminder. She encourages children to develop a respect for their environment and take responsibility as they help to tidy up after play.

The childminder and her assistant use observations and assessments to identify learning needs and to plan relevant and motivating experiences for each child. The childminder follows the children's interests; for example, she offers the opportunity to experiment with water. The children pour water in dry sand and observe it changing, they make puddles outside which they splash in and then look closely at the patterns which their shoes make on the path. The childminder's assistant talks about watering plants and the children use the watering can to give flowers some water. She explains how the sun and wind will soon dry up the water, extending their learning about the world around them.

The children have lots of opportunities to try out their early writing and drawing skills. They use chunky chinks and pencils as they draw lines and circles. They notice how the lines are different when they use chalk on the wet path. They have continuous access to dressing-up clothes, which they use to extend their understanding of the world; for example, as they dress up as a nurse to 'help people' by giving drinks. Children's language skills are promoted through accessing books and talking about photos of the children and pets in the setting. Children are gaining good skills in using technology as they access electronic books and a range of cause and effect toys. This helps to develop good skills for the future. The childminder promotes children's understanding of numbers, for example as they work together on jigsaws and count stairs as they go up to the bathroom. The environment is rich with visual displays of numbers.

Children's good health is consistently promoted by the childminder. Good routines are well established so that children know to wash their hands before snack time. They are starting to make choices about food and drinks that are healthy because the childminder offers healthy options. The children have a freshly-cooked meal daily. A free-flow environment enables the children to access outdoor play where they develop good physical skills. They make good use of the climbing frame as they explore how to get the watering can around the frame. The children confidently use the steps to access the trampoline and they have great fun showing their jumping and tumbling skills.

Toys and resources, such as dual-language books and photographs around the setting, are helping children to understand similarities and differences between people. The childminder sensitively addresses their curiosity when out in the local community. Children enjoy socialising with others when they visit various places of interest, such as playgroups and local parks. The childminder uses this time to talk about keeping safe, for example to hold hands when walking. The childminder encourages good behaviour through praise and explanations about being kind, sharing and saying sorry when appropriate. The childminder and her assistant are good role models who display and encourage good manners, give good eye contact and play at the children's level.

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