

Inspection report for early years provision

Unique reference number	EY333524
Inspection date	13/08/2012
Inspector	Frank Kelly

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 2006. She lives with her husband and children aged 15, 13 and two years in Clayton-Le-Moors in Lancashire. The whole of the ground floor and a bathroom on the first floor are used for childminding. There is an enclosed front garden available for outside play and the childminder takes children out regularly to visit parks and open spaces. The family have three dogs.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register 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 are currently two children attending in this age group. Children attend on a full- and part-time basis. She also offers care to children over five to 11 years. There are currently seven children on roll within this age range.

The childminder holds a recognised childcare qualification and she receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder engages parents well so that children's individual needs are known and met well in practice. The wide range of activities provided and the developing planning and assessment systems, mean that children are supported soundly in their learning. The childminder organises her routines well to protect the children and her caring disposition means children demonstrate a strong sense of feeling safe. Self-evaluation is still in its infancy and does not yet seek the views of others. However, the childminder is able to demonstrate steps taken, that have had a positive effect on the overall quality of her service for the children.

What steps need to be taken to improve provision further?

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

- provide time to support children's understanding of how exercise, eating, sleeping and hygiene promote good health
- extend the range of resources and further develop the activities that help children to know about their own cultures and beliefs and those of other people
- refine the planning and assessment systems so they include regular next steps for the children's learning and continue to review progress regularly
- develop further the systems for self-evaluation to support continuous improvement and consider how the views of parents, children and other parties can contribute to it on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are securely safeguarded as the childminder demonstrates a thorough understanding of her role and responsibilities should she need to report any concerns about a child in her care. All adults in the home have completed a full vetting procedure. The childminder undertakes regular risk assessment, for example, updating the fire evacuation procedure following alterations to the home. She checks her home daily to ensure that risks continue to be minimised, for instance, ensuring that cleaning materials are locked away and blind cords are fastened out of the way. Children are learning about keeping themselves safe through gentle reminders, for example, they are reminded not to walk around with scissors.

Comfortable furniture and easy access to a suitable range of toys, books and other resources, ensures that children have regular opportunities to play with what interests them. A few books and play figures provide children with visual imagery that represents the cultural diversity within today's society. However, there is less that reflects disability and gender. The childminder is aware of the need to extend these types of resources, along with providing children with activities that allow them to explore their own custom's and beliefs and those of other people.

The childminder has yet to develop a regular system for self-evaluation and does not yet engage parents and children to gain feedback about her service to plan future improvement. However, she is able to demonstrate that she takes sound steps to implement actions to improve and maintain her service. For example, she has undertaken formal childcare training to improve her overall understanding of childcare practice. Following such training, she has implemented a sound system for monitoring the range of activities provided to support the children's learning. Recommendations from the last inspection have been fully met. For instance, the fire brigade were contacted and smoke detectors are now in place on both floors of the home. The complaints procedure includes contact details for Ofsted and the childminder keeps a log of any concerns or complaints made, which is available to parents on request. All actions arising from a complaint made to Ofsted have been fully addressed and have resulted in the improved safety for children. This includes the safeguarding procedures and all regulatory documentation including records of attendance and the children's specific details are now maintained as required. Consequently, the childminder is well informed about the children's unique needs.

The childminder's engagement of parents is good. She has prepared displays with information about her registration and service, such as her certificate of registration and insurance details. Information is sought from parents about their child's needs and routines before the children start. Very relaxed and friendly greetings create an atmosphere of mutual respect and foster the sharing of information in order to meet the children's rapidly changing care needs. This type of sharing to meet children's needs is extended to working in partnership with other professionals. In particular to support children with specific health needs.

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

The childminder cares for a large number of children who cover a wide age range and while the home can be busy, the younger children benefit greatly from the kind and caring role models that the older children present. For example, the older children help the younger children to set up activities outside on the green. This caring atmosphere is underpinned by the childminder's pleasant, caring manner and the clarity she provides the children about acceptable ways to behave. The strong focus on social graces and respect is working very well and the younger children's early citizenship is being fostered effectively. This sense of community within the home is also having a positive impact on helping the children to feel safe and secure. They arrive enthusiastically, eager to share their news. They instantly join in or self-select activities and confidently inform the childminder when they need materials, such as 'sticky glue'. Children enjoy plenty of opportunities to enjoy fresh air and exercise as they play outside. They race up and down on the scooters and older children climb trees, supervised by the childminder. Appropriate hygiene routines are encouraged, although, the childminder does not include activities or discussions on a regular basis to help children extend their understanding of adopting healthy lifestyles.

The organisation of the home and adult-planned activities ensure that the children enjoy and experience activities that span all six areas of learning. More unusual activities, such as visiting the stables to see the childminder's horses helps children to learn about keeping themselves safe and caring for animals. The children are confident and familiar within the home, of the location of favourite toys and resources. For example, they move into the lounge to play with the castle and small world figures and seek the balls from the outside storage box. The childminder has begun to make some regular plans linked to a theme, to ensure that children are experiencing a full curriculum; and she has begun to undertake observations to identify the children's current stages of ability. However, these systems are still in the early stages and the childminder is not always using her assessments to plan activities to help children's individual next steps for learning. That said, the children regularly enjoy access to materials and tools which encourage them to develop a range of skills. For example, as they make animal masks they develop their physical skills and creativity.

Children share books, early writing materials, paint and other creative media. They are confident to explore the textures of the paint as they paint their hands, the fence and make prints on paper. They show interest in numbers proudly announcing they are 'three' and 'four'. Older children recognise the difference between four and five fingers being held up and the younger gleefully join in the rhythm of counting in a group. Children have bricks and train tracks to construct with and puzzles and shape sorters to problem solve. These activities and experiences are supporting the development of the children's exploratory nature and helping to foster their skills for the future.

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	2
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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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