

Inspection report for early years provision

Unique reference number	EY318601
Inspection date	30/04/2009
Inspector	Lesley Sharples

Type of setting	Childminder
------------------------	-------------

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.

Description of the childminding

The childminder has been registered since January 2006. She lives with her teenage daughter, who is also her assistant, in Bispham, Blackpool. The area is close to open spaces, library, enclosed public sport area, children's centre and parent and toddler groups. Facilities for minded children comprise of the whole of the house apart from one bedroom. There is a through lounge-dining room and kitchen on the ground floor with one bedroom used for sleeping and a bathroom upstairs. There is a garden to the rear of the house.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Registration is for a total of six children. Currently there are three children on roll, two of whom are in the early years age range. The childminder works each weekday and some Saturdays and supports children with learning disabilities and difficulties.

Membership of the National Childminding Association is retained. The childminder is a member of both the Teen Parent network and Orchard Childminding network. Advice, support and training is gained from the local authority and the National Vocational Qualification level 3 was gained in July 2007.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder's excellent knowledge of each child's individual needs and her highly efficient approach to ensuring children's welfare and safety is exemplary. This approach plays a key role in enabling the children to progress exceedingly well in a caring, supportive and inclusive environment. Strong partnership with parents is fostered and links are developing with others involved in children's learning and development. The childminder ensures she fully reflects on her practice to review the care and learning taking place and to identify areas to extend and develop.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop liaison with other settings delivering the Early Years Foundation Stage which children also attend.

The leadership and management of the early years provision

The childminder is totally committed to her profession in providing extremely high standards of learning and development opportunities for children. She is extremely well organised and efficient in her approach to maintaining documentation and records, and her policies and procedures reflect the attention to detail afforded to

all areas of practice. She embraces the benefit of reflective practice and identifies her strengths and areas she wishes to address to improve the already outstanding service she provides. Continuous training and development significantly impacts on providing better outcomes for children and they fully benefit from the childminder's increasing knowledge and skills. Currently, the childminder is completing a language course and uses effective strategies in her practice.

Children are totally safeguarded because of the childminder's up-to-date knowledge of this area of childcare work. She completely understands her responsibilities in protecting children from harm and is vigilant about physical safety both on and off the premises. The detail and quality of the risk assessments cover all areas of the childminder's provision, these are regularly monitored to ensure children's welfare and safety is paramount. For example, children practise the emergency evacuation procedures each month and understanding is consolidated through learning to 'crawl under the smoke', listening to the sound of the smoke alarm and role playing fire fighters with a hose, helmet and pop up fire engine. The childminder's consistently well managed approach ensures optimal safety within the environment for the children and when taking them out.

The childminder truly respects and values the contributions of parents. To this end, she seeks their opinions via questionnaires to gain their points of view as part of her self-evaluation. Parents receive a wealth of information, written within their daily diaries and individual learning journeys. These are exceptional in illustrating for parents how their children are progressing with additional information relating to the Early Years Foundation Stage, so parents have a clear knowledge of requirements. Parents can also contribute to this record so bolstering the opportunities to build on what children have been doing at home. In turn, the childminder supports learning at home by giving malleable material to play with and recipes with other suggestions to try. Links are being developed with the local school in order to complement children's learning. Therefore, children's needs are extremely well understood and are addressed appropriately so children make rapid progress towards achieving the early learning goals.

The quality and standards of the early years provision

Children are making excellent progress in their learning and development because they are highly motivated, secure and happy in the childminder's care. The warm and nurturing relationships established are reflected in the children's enthusiasm in what they do which significantly promotes them to be active learners. The wonderful stimulating range of activities and quality resources fully engage the children who are confident in making their own choices. The bright and cheerful learning environment reflects children's contributions and are planned so that children have easy access to promote self-initiated activities, ably supported by the childminder who also plans focussed learning experiences. Their individual interests are woven into future activities, capitalising on opportunities to enhance learning and extended by clear and informed observations and assessments. The excellent use of photographs and captions of children's own descriptions all enhance their learning journey. The childminder effectively identifies each child's next steps to signpost progress areas and this is fully monitored to ensure this

continues equally in all six areas of learning. Individual children's learning journeys superbly reflect the dedication the childminder applies to promoting children's progress towards the early learning goals.

Children are provided with high level experiences which fully support and help them to develop a positive sense of themselves and respect others. Caring for living things, such as spotting a frog when planting sunflower seeds, making bird food cakes and outings to feed the ducks help children think of others. They socialise when going to community groups and this fosters their social development and encourages their awareness as they learn about each other's differences and similarities. They see many positive images of diversity in their learning environment and play with resources, notably role play items of dress from around the world.

The innovative use of resources encourages children's self-discovery. There is a shiny box with metal objects as well as many natural items in another treasure box. Many chances for working with simple technology, for example, a lap top and programmable toys with buttons, levers and switches, promotes their future economic well-being. Children are adept in fitting jigsaws and enjoy the related story afterwards. They benefit from the many chances to problem solve when counting and lining up cars and learning appropriate language to describe, 'heavier' and 'smaller' when playing with sand and pebbles. Children's sense of wonder when playing with one tray of ice cubes and another with flour and sparkly water captures the dedication of the childminder's approach to her work.

Children's welfare needs are meticulously met so that they eat very healthily, sleep warm and safely and learn proper habits of hygiene as part of their routine day, therefore laying firm foundations for the future. The childminder actively involves them in shopping and preparing healthy foods and children enjoy these. The childminder has updated her first aid training so that appropriate action can be taken. Children feel a complete sense of belonging in the setting as they have individual personal items to give them a sense of security, as well as thriving within a loving and nurturing environment.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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