

Inspection report for early years provision

Unique reference number EY350247
Inspection date 08/05/2009
Inspector Margaret Baines

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 2007. She lives with her partner and three children in Thornton Cleveleys. The conservatory, the kitchen and the lounge are used for childminding. There is a ground floor toilet and an enclosed outdoor area. The childminder currently has seven children on roll; four of these are within the early year's age range. The childminder works with an assistant at certain times of the day. The childminder is registered on the Early Years register and both parts of the Childcare register. The childminder receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a safe and homely environment for children, who are all treated as individuals and are well supported by her. Very good relationships with parents ensure relevant information is shared. The childminder has a good understanding of the Early Years Foundation Stage and she organises her home and resources well so that children enjoy a varied range of activities. All the required records, policies and procedures are in place to support the safe and efficient running of the setting. The childminder has addressed the recommendations made at the last inspection, she has a realistic awareness of her childcare provision although she has yet to complete the self-evaluation process as a means to improve her childminding service.

What steps need to be taken to improve provision further?

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

- develop outdoor play to further promote children's physical development
- continue to develop the self evaluation process to further identify areas for improvement.

The leadership and management of the early years provision

The childminder maintains the required documentation for the safe management of her provision and ensures that the children's needs are met. She has produced written policies and procedures to safeguard the children which are effectively shared with parents and are reflected in practice. Appropriate risk assessments ensure sufficient actions are taken to manage and eliminate risks to children. The childminder organises her home and resources well to enable children to move around spontaneously and independently. The childminder has a sound understanding of the strengths and weakness of her provision; she is beginning to identify these but has yet to complete the self evaluation process. She attends training and is keen to further her professional development. The childminder has a good understanding of child protection issues enabling her to appropriately safeguard the children.

Parents are given excellent information to ensure they are very aware of her childminding practice and the activities that she provides. They are made most welcome in her home; she encourages a two-way exchange of information to ensure she can meet each child's individual needs. Daily diaries are completed for younger children to ensure parents are informed about their progress and achievements. The childminder completes observations and assessments which she shares with parents in the form of discussion and the children's learning journey's.

The quality and standards of the early years provision

The childminder is highly effective in the way she interacts with the children and enthusiastically promotes their learning. For example, supporting the children playing with the dolls and furniture the small house. Children also enjoy activities such as painting, model making and story time with the childminder. She complements the older children's learning when she collects them from school as she discusses the activities they have been participating in during their day at school and enables children to continue with their interests whilst in her home. The childminder demonstrates a good understanding of individual children's development and plans activities to extend and reinforce their learning. She carries out regular observations of children's play and learning which reflect all areas of development. She is skilful at obtaining relevant information when children commence their childcare with her, therefore establishing their starting points in their learning journey.

She provides a good balance of adult and child-led activities and plans and encourages opportunities for outdoor play. The childminder communicates well with the children and encourages their involvement in making decisions about activities, which they confidently respond to. For example, the older children suggest activities and ideas for themes for the week, for example a space topic. Children enjoy coming to the childminder's house after school and their favourite activity is creativity, especially cutting and sticking. Children learn to play cooperatively, for example, as they engage in a physical game or a board game. Children maintain sustained interest in the activities the childminder introduces. They have good opportunities to access resources freely and make decisions about what they wish to play with. The childminder minimises any disruptions by dealing with challenging behaviour firmly and consistently. The children present during the inspection enjoyed exploring the variety of figures and toys placed around the room; they played with the small world toys and cuddled the soft tactile toys. They enjoyed the texture mat exploring the various surfaces with glee.

The childminder takes the children to the park and they also visit the beach near by where they collect a variety of natural resources to support their learning and play effectively. Children are encouraged to be safety conscious whilst still maintaining their independence, as the childminder gives clear explanations, for example, to walk not run, to pickup toys and to handle scissors safely. The childminder is helping the children stay healthy as she promotes appropriate hygiene practices and provides a nutritious meal each day with healthy snacks and drinks readily available for them to enjoy.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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