

Inspection report for early years provision

Unique reference number EY387508
Inspection date 08/06/2009
Inspector Janet, Elizabeth Singleton

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 was registered in 2009. She lives in the Great Harwood, near Blackburn in Lancashire. She lives with her husband and three children aged 14, six and 19 months.

The childminder is registered to care for a maximum of four children under eight, of whom no more than two can be in the early year age range. She is currently minding one in this age group. She also offers care to children aged over five years to eleven years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare register.

Children have access to a rear lounge area, bathroom on the first floor, rear bedroom and a downstairs bedroom for sleeping in a cot or pram. Children do not access the rear yard or the main bedroom. The childminder has completed her workshops and the paediatric first aid qualification. The childminder has links with other childminders and the local children's centre.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder generally promotes most aspects of the children's welfare with success. She has a satisfactory knowledge of the learning and development requirements and ensures children can make some choices in their play. She has a positive approach to safety and therefore children play and learn in a safe and secure environment. The childminder shares information, regarding her childcare practice, with parents seeking information from them relating to their child's routines and personal details. This approach assists her in providing for each child's individual need and in identifying their starting points. She is aware of the need to evaluate her service but as yet does not have system in place to do so.

What steps need to be taken to improve provision further?

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

- ensure that observations and assessments are used to identify the learning priorities for children in order to correctly plan for the next steps in their learning and ensure these are matched to the appropriate early learning goals
- develop a system for the monitoring of the service in order to identify the strengths and weaknesses enabling the evaluation of the provision for children's welfare, learning and development to take place.

The leadership and management of the early years provision

The childminder's home is organised to be welcoming to children and to allow them to make some choices about their play. There is a balance of indoor and

outdoor play for children, including walks to the park, attendance at the local playgroup and planned activities within the home. This approach allows for a mix of both adult-led and child-initiated activities which includes free-play within the home. The childminder is not yet evaluating her service in order to identify areas for improvement, to enable her to monitor how effectively she meets the requirements of the Early Years Foundation Stage and promotes the welfare, learning and development of the children she cares for.

The childminder ensures the safety of the children by having all necessary safety equipment in place. This includes appropriate fire equipment, safety gates and her first aid certificate. She has all necessary documentation to safeguard children and is confident of the action to take should she be concerned about the welfare of the children she minds.

The childminder builds a satisfactory relationship with parents and carers as she shares her policies and procedures with them. She has, displayed in her entrance hall, information regarding her practice for parents to view. The childminder provides time for daily discussions regarding what their child has done whilst in her care and completes written information sheets on the children she minds. This approach creates a beneficial two way flow of information enabling children's individual needs to be addressed.

The quality and standards of the early years provision

Children play and learn in a homely environment, moving freely and confidently accessing those resources made available to them. They enjoy a warm and caring relationship with the childminder as they sit together to play. The childminder understands the children in her care and provides for their individual routines. She changes the activities as appropriate, recognising that young children do not have a high level of concentration and are easily distracted. They read stories and talk about the flowers in the book. They build a tower of bricks and laugh as they knock it down as they chatter about what they are doing. The childminder helps children to develop their concept of colours and numbers as they count and name the colours together.

The childminder has a general knowledge of the Early Years Framework and has some planning in place. However, the observations and assessments used to identify the learning priorities for children are not effective, in order to correctly plan for the next steps in their overall learning and development. Nor are these clearly matched to the appropriate early learning goals to ensure children's progress against all six areas of learning are addressed. Their social skills are fostered as they attend the local playgroup and mix with other children. They respond well to the childminder as she praises them and keeps them occupied and as a result, manages their behaviour effectively.

The childminder is committed to the children she cares for and makes link with parents to provide an inclusive service. The management of the children's health is good with practices that include the use of anti-bacterial wipes and gel. Talking to the children about getting ready for their healthy snack, wiping the table and

washing hands. The children take part in activities which develop their skills for their future economic well-being including numbers games, social activities and visit to places of interest including farms and learning about the animals. Children make satisfactory progress towards the early learning goals considering their starting points and capabilities.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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

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