

Inspection report for early years provision

Unique reference number	307918
Inspection date	08/12/2008
Inspector	Sue Partington
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 1988. She lives with her husband, in the Euxton area of Chorley, Lancashire. The childminder uses the ground floor with the exception of the conservatory for childminding. Provision for outdoor play is available in an enclosed garden.

The childminder is registered to care for a maximum of five children. She is available to offer care Monday to Friday 07.30 to 17.30 all year round. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll who attend for a variety of sessions, three of whom are in the early years age range. The childminder drives to local playgroups and toddlers. There is provision for children with learning difficulties and disabilities. The premises are accessible on ground level.

Overall effectiveness of the early years provision

The childminder effectively promotes children's welfare and learning and she provides a safe and inclusive environment. The children make good progress in their learning and development because the childminder knows the children well and plans activities based on their individual needs. However, there is no record of the children's starting points. The strong partnership with parents and other early years settings ensure that everyone works together to support the children effectively. The childminder is in the early stages of developing an effective system in relation to self-evaluation which helps her to monitor the service she provides and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- review children's records to obtain the starting points for each child attending

The leadership and management of the early years provision

The premises are organised to give children opportunities to move around freely and resources are attractively stored which are easily accessed to encourage children's independence. A structured daily routine promotes children's welfare, meets their needs and covers all areas of learning. The childminder considers a safe environment and has taken the necessary steps to minimise hazards to the children, for instance, risk assessments are effective therefore children's safety is enhanced.

Written policies and procedures are in place including child protection and contribute toward positive outcomes for children. Records and documents are well

organised and stored securely to maintain confidentiality.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points, however, this is not recorded so it is difficult for others to see the progress. Assessments files are available with photographs, children's work and written observations of children at play which identify each child's next steps in their learning. Activities are planned around children's needs and interests with events of the day recorded in the child's daily journal. She takes time each day to discuss children's progress and development. Parents are shown the childminder's policies and procedures, which include information if they wish to make a complaint.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. She knows the children well and shares warm relationships with them. As a result, children are confident, curious and eager to learn. A good range of activities help children make progress in their learning and development. Resources are accessible to enable children to make choices about their play and are sufficient to promote all aspects of learning. The childminder understands the importance of children learning through play and is becoming familiar with the early learning goals. She provides positive support and encouragement to help children achieve, which promotes their confidence and self-esteem. Children proudly show off their family tree on the wall to visitors.

The childminder provides reassurance when children become unsettled which helps them feel safe and secure. For instance, when a child stood on a balloon and it popped. Strong emphasis is put upon children's social and emotional development which enables them to make and follow their own decisions about their play. Children's communication skills are well fostered as they are encouraged to recall familiar experiences, for example, the children discuss how they went to the local supermarket to buy gingerbread biscuits and enjoyed decorating them at the childminders. They are developing their early writing skills as they label their own work and show an interest in books.

Children enjoy playing imaginatively in the play kitchen making meals and cups of tea for the childminder and visitor. The children tell the adults to be careful as 'the tea is hot and have to wait for it to cool down or you will burn your mouth'. They are polite and are aware of sharing and taking turns. The rear garden provides opportunities for fresh air and exercise and children visit the local park and playgroups to use large equipment to balance and climb.

Children's health and well-being is promoted. Children learn about hygiene practices as they wash hands and sing a song as part of the daily routine. They benefit from a range of healthy snack options to promote their growth and development. Children sit together at snack times which provide a social occasion using good manners, such as please and thank you. The children are learning about keeping themselves safe, for example, they practise fire drills and can explain what to do in an emergency.

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?	3
How well does the setting work in partnership with parents and others?	2
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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.