

## Inspection report for early years provision

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<b>Unique reference number</b>	322556
<b>Inspection date</b>	19/03/2009
<b>Inspector</b>	Mary Wignall

<b>Type of setting</b>	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 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 2001. She minds with her husband who is also a childminder and lives with their three children all aged over eight years of age. They live in the Orrell area of Wigan. The ground floor of the house including bathroom facilities is used for childminding purposes. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. This number is increased to six when working with her co-childminder. There are currently four children on roll in the Early Years Foundation Stage. The childminder is also on the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Partnership with parents and the other childminder working on the premises means children's needs are met in an inclusive environment. Daily routines based on the children's needs mean all children receive individual care and attention according to their own needs. The children make steady progress in their learning and development due to the childminder's sound understanding of the Early Years Foundation Stage. Reflective self-evaluation involving the parents gives the childminder a good understanding of her strengths and areas of development.

## What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences to each child
- consider arrival and departure procedures for staff or other childminders working on the premises.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and provide a record of these particular aspects and when and by whom they have been checked.(Suitable premises, environment and equipment)

14/04/2009

## **The leadership and management of the early years provision**

An informative set of policies and procedures developed with the other childminder shared with the parents provides a fully integrated service. With both childminders contracted to mind the children they share tasks bringing a benefit to all the children. For instance, organisation ensures each child receives individual attention. Records of children's achievements begin to show the children's progress. Records clearly show which children are minded, although, procedures for the childminders' arrival and departure times are not in place. Following self-evaluation the childminder has attended training and has developed new systems for the observation and recording of children's progress. She has successfully identified possible further training needs. Information to parents about their children's progress has increased. The mix of dated photographs with notes informs the parents of their children's activities and achievements.

The childminder shows a good understanding of the safe use of outdoor equipment. This includes the use of the trampoline where the manufacturer's instructions are closely followed. Implementation of a risk assessment reduces potential hazards to children, although, it does not fully identify all areas of the environment that need to be checked reducing its effectiveness. A written self-evaluation has resulted in improvements in the sharing of information with parents. A parents' questionnaire devised by the childminder and completed by the parents informs further improvements. The childminder's recent training on safeguarding issues and the researching of relevant information, such as, local procedures helps protect the children with up to date knowledge and procedures.

## **The quality and standards of the early years provision**

Warm relationships with the children mean they are confident and keen to join in activities. The childminder is sensitive to their developing needs and independence. For instance, younger children enjoy playing with the dough safely in their high chair with a tray. She recognises that the older children want to kneel at the table and positions herself well to supervise both children safely. This results in both children exploring the feel and texture of the dough. The childminder talks about its texture saying that it is hard as she shows the children how the dough presses into different shapes and patterns. The children's understanding of safety develops as she explains the need to sit carefully and to try not to knock the dough on the floor.

The childminder listens carefully to the children understanding their emerging language skills. She chats, asking questions, such as, how many things they have made. She helps them make connections as she talks about previous activities to reinforce their learning about expressing different feelings. For instance, she asks if the dough people they have made are happy or cross. The children are happy and confident, singing their favourite songs as they play. For example, they sing 'twinkle twinkle' or Christmas songs as they use small blunt tools to explore the dough. The children show excitement as they look at books together pointing and naming their favourite pictures.

Information from parents, such as, 'all about me' sheets gives the childminder some useful information about the children's likes and dislikes. Recently developed systems record children's achievements, although, this is not linked to the planning of activities to provide personalised learning for the children. A daily routine shows a good balance of adult-led and child-initiated play. Photographs show the children enjoying a range of indoor and outdoor activities and acknowledging different festivals, such as, Halloween. The childminder explains they have either acknowledged or plan to acknowledge different festivals, such as, Chinese New Year or Divhali. Toys with positive images of diversity help broaden the children's experiences of the world are well played with by the children.

Children benefit from good use of local facilities, such as, local parks where they enjoy the exercise and fresh air as they feed the ducks. Indoors the childminder places foam mats for the children to jump on or over. They jump carefully showing pride as they get both feet of the floor. The children have ready access to water to drink. She offers a more relaxed meal time with food she knows they will enjoy recognising they are tired and not quite themselves. As a result the children enjoy their meal times and the cuddle and bottle of milk that follows.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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](http://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

## **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.