

Inspection report for early years provision

Unique reference number	322563
Inspection date	16/10/2008
Inspector	Victoria Gail Halliwell
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 was registered in 1996. She lives with her partner, her adult son and three children, two aged 12 years and one aged nine years, in the Goose Green area of Wigan. The playroom and dining kitchen are used for childminding. The property is accessed via the ground floor and toilet facilities are located on this level. There is an enclosed garden for outside play and children attend many local activities and groups with the childminder. The childminder holds a nationally recognised level 3 child care qualification.

The childminder is registered to care for a maximum of six children at any one time, of these, three may be in the early years age range. She is available to provide care each weekday, on a full-time basis. There are currently three children on roll who are within the Early Years Foundation Stage (EYFS). The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Children's individual needs are well met by the childminder who effectively promotes their welfare and development. Children are valued as unique individuals and this is reflected in the range of activities and experiences the childminder provides. The childminder has a clear knowledge of the areas of learning and provides a broad range of activities which help children make good progress. A clear system enables her to identify any gaps in the provision, but systems to link this information to her self evaluation are not yet developed. However, the childminder is very committed to developing her practice and improvement since the last inspection is very good.

What steps need to be taken to improve provision further?

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

- improve the assessment process to provide a clearer picture of what individual children can do and use this information to plan the next steps in children's learning
- further develop the process of self evaluation.

The leadership and management of the early years provision

As part of the childminder's commitment to continuous improvement, an extensive range of carefully considered written policies and procedures has been devised. These are effectively shared with parents and well implemented to promote all aspects of children's welfare and their learning and development. The childminder is eager to improve the service she offers to young children and their families and is enthusiastic about developing her knowledge and understanding through training. The completion of a nationally recognised childcare qualification and regular attendance on additional relevant courses, such as cultural awareness, is

excellent.

Children are well safeguarded. As a result of training, the childminder is well informed about child protection issues and the procedure to follow if she has any concerns about a child. Appropriate written risk assessments are completed and a weekly check is documented to ensure children can move around her home safely. Regular reviews are undertaken to ensure appropriate safety equipment is sited according to the ages and stages of development and the number of children in her care.

Partnership with parents is very good. The provision of a detailed information booklet for parents about the EYFS and how the childminder will implement it, is particularly beneficial. The booklet provides clear guidance for parents about the range of activities the childminder provides and how these promote each of the areas of learning. Parents are also very well informed about all other aspects of the childminding provision via a comprehensive information pack. The childminder encourages parental discussion and seeks confirmation from parents that they have read, understood and agree with her policies and procedures. Parents are actively encouraged to comment on the provision informally and through written questionnaires. Many parents make detailed responses and include comments, such as children have a fantastic social life, have well balanced diets and the childminder is a special person in their child's life. Parents are also very well informed about their child's day through an informative daily diary. This enables parents to build on what their children have done during the day and include their own comments.

The quality and standards of the early years provision

Through training the childminder has acquired a sound knowledge of the EYFS learning and development requirements. Consequently, she has introduced new systems for monitoring the range of experiences she provides and the progress children are making. All children benefit from a vast range of opportunities and experiences on a weekly basis. The childminder carefully selects local groups which further extend the range of experiences for all children, whilst promoting individual learning and development needs. For example, regular sessions at yoga bears or soft play centres provide opportunities for all children to practise and refine their physical skills. The childminder gives particular consideration during these sessions to monitoring and promoting the development of children who have limited mobility.

Children benefit from sign language sessions which are further promoted by the childminder at home. The childminder is very mindful of children's emerging communication skills and works closely with parents to monitor children's progress. For example, the childminder worked with parents to note down on a daily basis new words to assess and extend a child's vocabulary. Children regularly express their feelings in a creative way as they experiment with colour, patterns, design and textures. During these sessions the childminder develops children's awareness of concepts, such as shape, size and colour.

The childminder knows each child in her care well and utilises her varied weekly

routine to provide a range of activities to help them make good progress. A daily diary is effectively used to record each child's experiences. This helps the childminder monitor the opportunities each child has had to make progress in each area of learning and highlights any areas that are less well covered. For example, problem solving and numeracy. As a result, the childminder provide more practical experiences for children to develop their counting skills in everyday situations, such as counting the cars they are playing with. However, this system of recording does not consistently identify what children can or cannot do. For example, it states that children have counted the cars but does not state how many they counted or identify the next steps in children's learning.

Children have formed secure attachments with the childminder and she provides many experiences which help children feel special and valued. For example, in partnership with parents, children have their own photographic record of their family and experiences from home. Children enjoy sharing their photographs with the childminder and recall significant people or experiences in their life. Children are particularly well nourished as the childminder provides a good range of freshly prepared meals and healthy snacks. She also promotes good dental hygiene and is working towards the 'healthy smile award'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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.