

## Inspection report for early years provision

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<b>Unique reference number</b>	502171
<b>Inspection date</b>	11/12/2008
<b>Inspector</b>	Ann, Theresa Flynn
<b>Type of setting</b>	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 2001. She lives with her husband and their two children aged 7 and 10 years. They live in a quiet residential area in the village of Euxton, near Chorley.

Minded children have access to the whole of the ground floor which includes a lounge, dining area and the conservatory, toilet facilities and the children's sleep area are located on the first floor. There is an enclosed rear garden available for children's outdoor play.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll of which six are under 8 years.

The childminder is member of the National Childminding Association, she has also completed the Quality First assurance scheme and the childminder has a 'level 3' childcare qualification.

## Overall effectiveness of the early years provision

The childminder effectively promotes children's welfare and learning and she provides a safe and inclusive environment. Good systems are in place in relation to children's assessments. The children are happily engaged and occupied in a broad range of stimulating play activities and experiences. There are good working relationships with parents and they are kept well informed of their children's daily routines, care and learning. The childminder has developed effective systems in relation to self evaluation by using reflective practice, which helps her to monitor the service she provides and to identify key strengths and areas for development.

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

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

- develop planning to provide evidence that children's next steps are used to inform planning.

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

- request written parental consent to seek emergency medical treatment or advice.

11/01/2009

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

The childminder is a very committed and enthusiastic childcare practitioner who continually strives to improve the service she provides. She attends numerous training courses to further improve her knowledge base and develop her childcare practices.

The childminder's home is well organised and provides the children with many opportunities to develop their independence. The daily routine promotes children's welfare and meets their needs. The majority of the required documentation is in place, however written parental consents for seeking emergency medical treatment or advice has not been requested; this is a requirement that has not been met. Written policies and procedures work well in practice to positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The childminder implements an effective self evaluation process to monitor the service she provides. She has developed documentation to act on the recommendation made at the last inspection. She has attended all available training in relation to the 'Early Years Foundation Stage' framework to enable her to be in a position to be able to meet the Learning and Development requirements of the framework and promote outcomes for children.

The childminder is committed to ensuring that the service she provides is fully inclusive and she makes parents and their children feel welcome. The childminder has developed written policies and procedures, copies of which are provided to parents, thus helping to forge good working relationships. Parents are provided with good information about their children's care, learning and development. For example, the childminder maintains children's individual daily diaries and parents are able to view their children's records of development.

The childminder's home is safe and secure. It is well equipped with equipment, furniture and resources and provides an enabling environment where children can thrive. Full risk assessments are in place for outings and the premises. The childminder has a secure understanding of child protection matters and procedures and this ensures children's welfare is effectively safeguarded.

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

The childminder has a good understanding of the 'Early Years Foundation Stage'; she plans informally and provides a wide range of interesting and stimulating activities to help the children make good progress across all areas of learning and development. However, although children's next steps are used to help them make progress, the informal planning does not always evidence this. The childminder works well with parents to gather information about their children's starting points and on going progress. The childminder observes children at play and uses this information to chart children's progress.

The childminder provides a fully inclusive environment for the children and their families. She provides a child-centred environment which is conducive to children's learning. A wide range of good quality resources are attractively stored in low level baskets, which the children are able to freely access, thus helping them to initiate their own ideas and develop choice and independence.

The childminder dedicates time playing and enthusiastically talking to the children to help to extend their learning. She sits at the same level as the children as they play and she responds spontaneously to their interests. The childminder shares warm relationships with the children, who are happy and secure in her care. She knows the children well and is able to meet their individual needs and preferred learning styles effectively. As a result, the children are curious, confident and eager to learn.

The children develop good self-help skills as they access resources of their choosing, help to tidy up and help to prepare their snack. They show an interest in the world in which they live, for example, they talk with enthusiasm about the colour, feel and shape of the fruit they are preparing for their snack. The children visit local farms to learn and discuss various animals and the sounds they make. They have access to a wide range of materials to explore and use in an imaginative way. They actively talk about the size of the puzzle pieces and use their imagination when sequencing a line of cars, thus developing an awareness of problem solving, reasoning and numeracy. The childminder reinforces children's learning in a fun way by introducing concepts of number, shape and size into their play. The children use language well from an early age to explain what they are doing and to ask questions. They enjoy being imaginative as they play with dressing up clothes. They have lots of fun and show enthusiasm as they dance and jump to the music developing control and coordination as they move. The children have many opportunities to express their own thoughts and ideas using a wide variety of creative materials, which are freely available to them.

The childminder implements strategies to promote all children's social, physical and economic well-being. The children actively learn about hygiene practices and personal care routines as they wash their hands and brush their teeth at appropriate times of the day. They are well nourished and develop an awareness of healthy eating because the childminder provides snacks and meals that are well balanced and nutritious to aid their growth and development. The childminder acts as a positive role model to the children and as a result the children are polite and well behaved.

The children are able to make decisions and develop a good sense of belonging as they move around with ease and confidence. They clearly enjoy their time with the childminder and they thrive on her interaction and attention.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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
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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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.