

## Inspection report for early years provision

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<b>Unique reference number</b>	EY241261
<b>Inspection date</b>	31/03/2009
<b>Inspector</b>	Angela Rowley
<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 was registered in 2002. She lives with her husband and two children aged nine months and eight years in Abram, Wigan, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. Children play in the conservatory which is used as a designated playroom, the lounge and dining room. They have access to a ground floor toilet and washroom facilities and also an enclosed rear garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in this age group, two of whom attend for out of school sessions only. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local nursery and school, and she attends toddler groups on a regular basis. She is a member of the National Childminding Association and holds an NVQ level 3 in Early Years.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. All aspects of children's welfare and their learning and development are very well promoted by the enthusiastic childminder who is committed to providing a service of a high standard. Since the last inspection she has extended her training and level of qualification which enables her to identify ways to continue to enhance her provision for children, in response to the view of service users and the needs of individuals. Children thrive in the stimulating environment because they are respected as unique individuals. The partnership with parents, the local school and other settings is a key strength and contributes significantly to ensuring that both the care and learning needs of all children are met very well. This means that children make good progress, given their age, ability and starting points.

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

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

- improve the arrangements for the confidential storage of personal information
- refine the planning of activities so that clear learning objectives matched to relevant stages of progress towards the early learning goals are identified in order to provide a challenging and enjoyable experience for every child.

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

The childminder is continually developing her provision. Attention to training and development is good. In addition to completing a recognised early years qualification the childminder has continued to complete focussed training sessions. Her new found knowledge has impacted positively on the quality of service she provides as she makes changes as a result. For example, following food safety training she has improved the food preparation and storage arrangements which better protects children's health. Following EYFS training she has completely revised the way in which she plans for individual learning and assesses the progress they are making. The childminder continually reflects on her provision and identifies and builds on areas for improvement. Since her last inspection she has made many changes which have improved the provision for children. She has added a conservatory to her new home in order to provide designated play space and provided open access storage units which enable children to make independent choices about their play. She has completely refurbished the garden, which has been designed using the ideas of the children she cares for. This has resulted in an interesting and exciting area for outside play which meets the play preferences of many individuals. Additionally the childminder has extended the information she obtains from and provides for parents. Consequently, partnerships are extremely effective in continuously planning for and meeting the needs of each and every child. A wide range of documented policies and procedures comprehensively shows parents how the setting operates.

Parents awareness of policies is extended when the childminder highlights a 'policy of the month' for their attention. Right from the start she uses what parents know already to plan for children's care and learning. Summative reports are compiled and shared with parents so they are clear of the childminders plans for how to promote the next steps in children's development. Parents' views are sought about the effectiveness of the provision using questionnaires and children's views are sought about their enjoyment of each theme of activities so that the childminder can monitor the effectiveness of her planning for their enjoyment and achievement. In addition to this the childminder is highly committed to working in partnership with other providers to plan for children's learning. She routinely meets with children's other key workers to ensure consistency in assessment and in planning for individual progress to help facilitate a seamless transition between services.

Arrangements for safeguarding are given high priority. A wide range of methods enable the childminder to manage children's safety very effectively. She keeps records of visitors to the premises and adopts clear, current safeguarding procedures. All required documentation is well maintained, although it is not completely secure to prevent unauthorised access to personal information. Arrangements for safety are comprehensively thought out. Risk assessments for both the premises and for outings are thorough, and specific safety precautions, such as the use of high visibility vests and taking consent for medical treatment in the 'outings bag', are some of the highly effective measures taken.

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

The childminder has a secure knowledge of the EYFS learning and development requirements and routinely uses the guidance in practice. Every child's progress is carefully and continuously monitored. Clear recording enables the childminder to very effectively show what children can do which evidences the good progress they are making. She uses routine observations effectively to inform her summative assessments of what each child can do and to identify children's next steps. The childminder also plans activities across the areas of learning which means that children are provided with a comprehensive programme of planned opportunities to extend their experiences. These are often linked to a broad theme which is used to focus ideas for learning, but which is clearly differentiated in order to deliver each activity in response to each child's stage of development. For example, in a topic theme covering 'healthy eating', planning for children's progress in communication, language and literacy is unique to each child. One child's focus is on classifying 'good' and 'bad' foods, whilst the focus for a more able child is on writing shopping lists for fruit and vegetables in the imaginative play shop. However, whilst planning is in line with each child's stage of development, learning objectives, linked to relevant stages of progress towards the early learning goals are not always sufficiently focussed.

The childminder has a good understanding of how children learn and she promotes this at every appropriate moment during natural play and routines. For example, at an early stage children know that print carries meaning and can select the name card of other children in the setting in addition to their own. Labels are all around the environment and books are attractively and accessibly displayed. Careful planning of feature stories reinforces children's learning linked to the theme of activities. For example, as children are exploring healthy eating, they read 'Handa's Surprise' and explore the story sack items extending discussions around different types of fruit. Children explore money and count coins and consider numerals as prices. They use an electronic play till as they play 'fruit and veg shop'. These types of play experiences are forming a firm foundation for children's future learning.

The very clean and well maintained learning environment provides stimulation at all levels. Children have a strong sense of belonging in the childminder's home. They self register on arrival, finding and displaying their own name card, then they hand their own coat and bag on their own hook. She displays photographs of their activities which they enjoy showing to their parents and to visitors, recalling their experiences. Children become independent thinkers and active learners because they are encouraged to operate independently and follow through their own ideas. They self select resources from picture labelled storage boxes, for example, and think creatively when transforming the use of a pop-up toy storage bag to firstly become a basket ball net, then a sack to do a sack race. Posters and alphabet friezes are used to good effect in reinforcing children's learning. The brand new outside play area is superbly planned to provide many opportunities for learning, though it is too soon to assess its impact on the provision for children. Opportunities for physical development are good with the provision of, for example, a grassed area and football goal, enclosed trampoline and a roadway

path for sit n rides, bikes and scooters. A sensory area promotes investigation with mirrored walls, wind chimes, and wind streamers, and a sand pit and vegetable plot is provided to encourage digging and growing.

The promotion of children's health and well-being is given high priority. The childminder has achieved a 'Smile for Health' award in her attention to promoting healthy eating. Children are very well nourished as the childminder provides freshly produced healthy meals and snacks in line with her policy. Excellent attention to hygiene ensures the risk of cross infection is minimised and children take part in hygiene routines following reminders on posters in the washroom. Children also learn about staying safe in a wide variety of meaningful ways. The childminder provides interesting experiences for children, such as visits to the fire station and the police museum. This provides excellent opportunities for discussion about people who help keep them safe. Children are empowered to take responsibility to keep themselves safe by contributing to risk assessments before outings and in respect of the home. As a result even pre-school aged children consider their actions and how they may impact on their well-being.

## 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?	1
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**

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.