

Inspection report for early years provision

Unique reference number	EY295118
Inspection date	22/06/2009
Inspector	Glynis Margaret Kite
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 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 registered in 2004. She lives with her husband and two children aged six years old and nine years old. They live in a semi-detached house in the Tyldesley area of Wigan. Local amenities include a bus service, shops, a park, schools, a library and Sure Start all within walking distance to her home. The whole of the ground floor and bathroom upstairs are used for childminding. There is a fully enclosed garden available for outside play. Access to the setting is at ground floor level.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered for a maximum of five children under eight years old at any one time. There are three children on roll, all of whom are in the Early Years Foundation Stage.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder knows the children well and promotes their welfare appropriately. Children are making satisfactory progress in their learning and development. The childminder works closely with parents to ensure the individual needs of children are met through daily routines and the regular exchanges of information. The childminder makes sure all parents and children are made to feel welcome and included in the setting. The recent completion of self evaluation of the setting has raised the childminder's awareness of the requirements of the Early Years Foundation Stage framework and helped her to identify what she does well and some areas for improvement.

What steps need to be taken to improve provision further?

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

- obtain information for all children about who has legal contact with children and who has parental responsibility
- develop a more consistent approach to planning which enhances the work being done for observations and next steps identified in children's learning
- review and update safeguarding children policy
- further develop current systems for the exchange of information between other providers

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

- review hygiene procedures with regard to lunch time for babies and promote the good health of the children and take steps to prevent the spread of infection.

06/07/2009

The leadership and management of the early years provision

Required records and documentation is in place and the childminder has developed several written policies and procedures. However, some of the policies do not contain information relating to current requirements. The childminder has an adequate knowledge of safeguarding procedures. The childminder is suitably qualified and continues to attend training to further develop her skills and knowledge. The setting is organised sufficiently to enable children to access resources independently and to make choices.

Written risk assessments are in place and contribute towards the overall safety of the children. The childminder is pro-active in managing potential hazards and completes regular checks of the premises and equipment. The childminder has recently completed a self evaluation of the setting and found this to be very useful in helping her to identify strengths and areas for improvement. As a result, she is putting systems in place to help her to further develop her provision. The childminder demonstrates the capacity to make necessary improvements where appropriate, for example, she has completed previous actions and recommendations and is now utilising information from risk assessments and self evaluation to monitor and manage her setting.

The childminder works closely with parents, establishing good relationships. There is a wealth of information exchanged between the childminder and parents. The childminder follows the wishes of parents with regard to their children's individual routines and also regarding how they receive information about their children, for example, not all parents wish to share the daily diaries used for the exchange of information. Systems are also in place for exchanging information with others, such as nursery settings. However, these are not effective at present in enabling each setting to compliment what the other is doing.

The childminder takes positive steps to promote inclusion, for example, she has recently made some adjustments to the premises to make access easier. All parents and children are welcomed and included in all aspects of the provision, for example, on occasions some parents will join in with activities or go on outings with the childminder and children.

The quality and standards of the early years provision

The childminder supports children effectively through the provision of suitable resources and the organisation of space. The childminder interacts with children at their level and engages in their play. The childminder keeps clear observations of children and the progress they are making. She identifies the next steps in children's learning, however, these are not linked sufficiently to any planning. Observations are linked to the six areas of learning and demonstrate what children know and can do.

Children are happy and settled with the children and show confidence in exploring the environment and resources independently. Children benefit from opportunities to explore both indoors and outdoors in the secure garden. Children learn about personal hygiene and aspects of safety through daily routines. The childminder provides a suitable range of furniture and equipment, to support the varying stages of development of the children, for example, the younger children have booster seats to enable them to sit at the table with other children. The children are cared for in premises which are clean and well maintained. There is lots of natural light, which helps to create a relaxed and enjoyable environment for children. Resources are stored at the children's level, making them accessible and encouraging choice.

Children learn about sharing and taking turns, as they play and they learn about the differences and similarities of others through the range of resources available to them. Children engage in creative activities, which raises awareness of other cultures. Children receive praise and encouragement from the childminder for their achievements, for example, when a child successfully places an object in the right place, the childminder applauds and makes a fuss, acknowledging the development of the child. The childminder supports the language development of babies and younger children well, she responds when they babble and encourages words.

While the childminder takes positive steps in most areas to promote effective hygiene in the premises and from a personal aspect for individual children, one aspect of her practice demonstrates poor hygiene standards and puts children at risk of the spread of infection.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	2
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

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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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