

Inspection report for early years provision

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| Unique reference number | EY290891 |
| Inspection date | 19/01/2009 |
| Inspector | Jannet Mary Richards |

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| Type of setting | 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 2004. She lives with her husband and their two children aged two years and nine years in the Radcliffe area of Bury. Their home is situated within walking distance of local schools and close to the main bus routes to Bury and Bolton. The family has a pet dog. Minded children have use of the whole of the ground floor for play activities. Bathroom facilities are situated downstairs. There is an enclosed rear garden for outdoor play.

The childminder is registered to care for up to five children under eight years of age. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years age group and one older child. She provides a collection service from local schools in addition to caring for younger children during the day.

Overall effectiveness of the early years provision

Children are happy, settled and make good progress in their learning and development whilst in the care of the childminder. Their welfare is promoted well and they are made to feel very welcome, as each child is valued as a unique individual and is fully included in all activities. The childminder forms effective partnerships with parents and carers which ensure that children's needs are met and parents' wishes are respected. In addition the childminder has been pro-active in developing links with others who work with the children, such as local primary schools. The childminder has a very good commitment to developing her service for the benefit of the children and has an enthusiastic approach. She evaluates what she does well and makes detailed plans to develop her childminding service, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the systems for obtaining information from parents on admission, in order to have a clearer picture of children's starting points
- amend the medication policy to ensure that parental consent is obtained for each and every medication
- develop the range of healthy food choices available for children at mealtimes

The leadership and management of the early years provision

The childminder is well organised, she plans her time effectively to ensure that children have a good range of play activities, are safe, happy and are well supported. She follows her own very clear written policies and procedures very well in practice to ensure that children are well cared for. Her written documentation is of a good standard and is in line with current legislation,

although there is one omission in the medication procedure. The childminder has conducted detailed risk assessments of her home, garden and regular outings. She has given this aspect thorough consideration to ensure that children are safe.

The childminder forms positive relationships with parents and carers. She shares a wealth of information with them about what the children have been doing each day, the progress they are making and their care needs. When children first commence she talks to parents and obtains some information about their learning and development, though this is not enough to provide a clear picture of what they know and can do. As the childminder gets to know the children, she assesses their progress and invites parents to share information about children's development and learning in the children's unique 'learning journey' folder. This good partnership ensures that children are well supported in their development and learning. The childminder has taken active steps to form links with the local primary school which some children attend, in order to work together to support children to make good progress.

The childminder is committed and enthusiastic in her approach to childminding. She attends training events frequently and is currently working towards obtaining a childcare qualification. She has recently begun to evaluate her practice, what she does well, and areas for improvement. She has developed effective action plans with details of how she intends to develop her service for the benefit of the children. The childminder has made good progress on recommendations from her last inspection. She has attended training to develop her knowledge of inclusion, for example, to ensure that all children are valued and included.

The quality and standards of the early years provision

Children make good progress in their learning and development as they enjoy exploring an interesting range of well-planned play activities which encourage them to learn as they play. They thoroughly enjoy exploring the textures of jelly and scented play-dough during planned activities to encourage them to be creative and use their senses, for example. As they play they develop their language and communication skills well as they talk about what they can see, feel and smell. The children develop good early mathematical understanding as they talk about the size and shape of objects they make with the dough. The children are confident and independent. They are able to choose what they want to play with from a good selection of toys and books, which enables them to develop their own play ideas.

The childminder supports the children well as they play. She encourages them to think about what they are doing to encourage their learning. During song time, for example, which children join in with great enthusiasm, she helps them to work out that they have 'four monkeys left' when one of five 'jumps off the bed'. The childminder is skilled at providing activities which the children are interested in and which they enjoy. She observes the children as they play and records the 'learning journey' for each individual child. From this she plans experiences to encourage the next steps in their learning and development, ensuring that they make good progress.

Children's welfare is promoted well. The children stay safe as the childminder supervises them well and has effective safety measures in place. In addition, the children contribute to safety by helping to keep the play areas tidy, putting toys back where they belong when they have finished playing. The children have good levels of independence and awareness of their own health needs. They are able to go to the toilet independently, for example. They wash their own hands, and understand why this is important. Younger children are supported appropriately by the childminder. The children are able to help themselves to healthy snacks of fruit from a bowl placed at child-height. The childminder provides suitable meals for the children, though these sometimes lack variety and healthy options, as they often consist of convenience foods, such as fish fingers and potato stars.

Children behave well in the care of the childminder. They show care and consideration for each other as they share their toys and take turns in their play. They respond well to the praise and positive comments they receive from the childminder. The children have their own designated space for their coats and belongings, and their photographs and pictures are displayed on the walls. These help the children to have a good sense of belonging. The children have a good range of toys and books which reflect their own and different family backgrounds, helping them to develop a sense of identity and positive self-esteem. They develop a good awareness of diversity as the childminder plans activities related to different cultural festivals and discusses differences with the children on a regular basis.

Overall, children are happy, enjoy their time with the childminder and develop a good range of skills and knowledge for their future 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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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

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 are no complaints to report.

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.