

Inspection report for early years provision

Unique reference number	EY367124
Inspection date	27/01/2009
Inspector	Susan Janet Lee
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 2008. She lives with her husband and daughter aged four years in a three storey property in Farnworth, a suburb of Bolton.

The dining kitchen, toilet and playroom on the ground floor and the lounge, bedroom and bathroom on the first floor are used for childminding purposes. There is a fully enclosed garden available for outdoor play. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered to provide care for a maximum of five 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 three children on roll. The childminder is able to take and collect children from the local primary school and she is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a safe and inclusive environment where children's welfare and learning are effectively promoted. Good systems are in place in relation to planning and assessment. The childminder shares good working relationships with parents and they are provided with a good source of information about the service provided. Systems in relation to self-evaluation are still in the early stages of development.

What steps need to be taken to improve provision further?

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

- continue to develop systems in relation to self-evaluation
- ensure evidence of written parental consent for emergency medical attention is available for inspection purposes.

The leadership and management of the early years provision

The childminder's home is well organised and gives the children many opportunities to become independent. All required documentation is in place. However, although evidence regarding written parental consent for emergency medical attention was observed for one minded child, the childminder could not locate this documentation for two other minded children. The childminder has developed a full range of policies and procedures and these work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The childminder is a committed and enthusiastic childcare practitioner. She has a high regard for children's well-being and attends training to further develop her

childcare practices. The childminder has a valid first aid certificate ensuring she has up to date knowledge of what to do in the event of an accident or minor injury.

The childminder is currently working with a development worker to further develop self-evaluation processes. She also seeks parents' views through regular discussion. Since registration, the childminder has taken suitable steps to promote improvement. For example, a low level shelving unit has been purchased so that toys in the lounge are accessible at child height. The childminder has also developed a booklet to help her gather information from parents about their children's starting points.

The premises are clean and well maintained and the childminder actively promotes good hygiene practices to minimise the risk of cross-infection. The childminder has developed a comprehensive risk assessment and she also conducts a daily safety check and records her findings. She has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. The childminder supervises the children well enabling them to play safely and independently. She encourages the children's understanding in keeping themselves safe through daily routines and discussion. For example, she reminds the children to be careful on the stairs and encourages them to help tidy some toys away explaining that they may trip and fall. The childminder has a secure understanding of child protection matters and procedures and this ensures that children's welfare is effectively safeguarded.

The childminder ensures that the service she provides is fully inclusive and she makes parents and their children feel welcome. The childminder has developed a parents' brochure which includes written policies and procedures. Parents are given copies of the policies and they sign to confirm they have understood; helping to forge a shared understanding from an early stage. Effective arrangements are in place to support children who speak English as an additional language. The childminder has established links with other early years settings providing the Early Years Foundation Stage and this enables her to provide continuity of care and learning for the children in her care.

The quality and standards of the early years provision

The environment is well organised and conducive to children's learning. Children's artwork, posters, photographs and information for parents are displayed and this makes the environment bright and informative for children and their parents. Toys are stored at child height enabling the children to access toys freely; helping them to make decisions and develop their self-help skills and independence. The childminder provides a wide range of interesting activities to help the children make progress across all areas of their learning and development. The children also benefit from activities outside the home to widen their experiences and to help them develop their awareness of the wider community.

The childminder understands that every child is unique. She has a good understanding of children's individual needs and she meets these needs well. The

childminder ensures that all the children are involved in all the activities regardless of their age and gender. She shares warm relationships with the children and she supports them well in their play and learning. The children feel valued and are content and secure in her care. They develop a good sense of belonging and the older children show care and concern for the younger children. For example, they help the youngest children to set up a train track. The children add a train and a station house. The older children encourage the younger ones to push the train around the track and wave to the figures on the train.

The childminder uses age and developmentally appropriate strategies to manage children's behaviour and the children develop an understanding of what is acceptable and what is not acceptable. The children receive lots of encouragement and praise for their efforts and achievements and this helps them to develop confidence and self-esteem.

The children are confident and curious. They say 'hello' to the inspector and introduce themselves giving their names and their ages. The children develop good self-help skills as they choose toys, help to tidy up and use the bathroom. They wash their hands after using the toilet and before eating. They are familiar with this routine and know they need to wash their hands to get rid of the germs.

The children develop good language skills and use language well to explain what they are doing and to ask questions. They begin to distinguish between past and present. For example, the children are able to recall past experiences, such as baking bread and playing with the dough and making their own pizzas. They also develop a good understanding of the daily routine and they ask the childminder if it is time for lunch. The children use number names accurately and recognise the numbers one to five when using a cash till as they play 'shop'. All the children enjoy being creative as they use paint and chalk to make pictures. The older children are able to name the colours of the paint and the youngest children use the paint to fill all the paper. The childminder talks to the children about their pictures and admires their creations.

The children have lots of opportunities to enjoy physical exercise outdoors in the fresh air. Photographic documentation shows the children enjoying trips to the park, a farm and the seaside. The children are shown climbing, sliding, swinging and balancing. They ride on small tractors and a train and go for walks and look at windmills, ducks, dragonflies and butterflies. All these activities contribute to the children's good health and physical development.

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

Leadership and management

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

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
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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 registration.

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.