

## Inspection report for early years provision

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<b>Unique reference number</b>	EY298080
<b>Inspection date</b>	06/02/2009
<b>Inspector</b>	Victoria Gail Halliwell
<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 2003. She lives with her husband, adult son, and child aged six years, in the Winstanley area of Wigan, close to shops, parks, schools and public transport links. The ground floor of the childminder's house except for the bedroom is used for childminding and a fully enclosed garden is available for outdoor play. Toilet facilities are located on the first floor.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in this age group. 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 is available to provide care each weekday, on a full-time basis. She collects children from local schools and attends a range of local activities and toddler groups on a regular basis. 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. Children are making steady progress in their learning and development, because the childminder provides an accessible child centred environment and a varied range of activities and experiences within her home. Children also benefit from an excellent range of group activities. However, the childminder does not routinely analyse her observations of children, or clarify their starting points, consequently planning for the next steps in children's learning is limited. Close liaison with parents helps to promote the children's welfare and provide some continuity of care. Commitment to continuous improvement is generally good, however attention to safety within the premises is still required following a previous recommendation.

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

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

- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- undertake sensitive observational assessment to find out about children's needs, what they are interested in and what they can do, in order to plan for the next steps in their learning.

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

- conduct a full risk assessment and take all reasonable steps to ensure that hazards to children, both indoors and outdoors are kept to a minimum

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- carry out a full risk assessment for each type of outing, the assessment must take account of the nature of the outing.

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

The childminder is very experienced in caring for young children and operates efficiently, to satisfactorily meet the needs of the high number of children in her care. Organisation is good. Part-time attendance is well managed and a structured weekly routine, ensures all children benefit from regular attendance at developmentally appropriate activity sessions. As part of her commitment to continuous improvement the childminder has provided a designated playroom, which makes young children feel welcome. She also attends a good range of training courses and has completed, a nationally recognised Level 3 qualification to increase her awareness of childcare practices. However, practices are not always sufficiently evaluated following training, for example, the childminder has completed Foundations for Good Behaviour, but has a tendency to use negative statements, repeatedly using the word no.

The childminder is beginning to reflect on her own practice and has some awareness of key strengths and areas for future improvement. However, despite previous recommendations to minimise risks to the children, a number of potential hazards are evident. Risks to young children are significantly minimised by very close supervision during the school day, but are more problematic when the childminder is caring for a high number of school age children and children occupy several rooms. The childminder takes appropriate action to ensure children's safety on outings, but has not completed a written risk assessment for each type of outing, this is a specific legal requirement. The childminder has a sound knowledge of child protection issues and is able to implement appropriate procedures to protect a child from possible harm.

Partnership working is good. The childminder is well informed about and subsequently supports children's continued learning after school. Relationships with parents are reported to be good, parents are warmly welcomed into the childminder's home and are encouraged to share their view via a parental questionnaire. Information relating to children's welfare and significant development milestones is exchanged verbally and through a daily diary. Parents are provided with a range of written policies and procedures which advise them of all aspects of the childminder service.

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

Children's welfare is effectively promoted by the childminder, appropriate arrangements are in place to ensure children are adequately nourished and children access their own water when feeling thirsty. However, interactions with the children are sometimes limited and valuable learning opportunities are missed. For example, during mealtimes the childminder provides appropriate assistance

and supervision, but does not engage in conversations with the children. Children are settled in the childminder care and move confidently around the playroom, making some meaningful choices about what they play with. They are well behaved and are learning right from wrong because the childminder implements consistent boundaries, children are encouraged to share resources and consider the feeling of others.

The childminder has some knowledge and understanding of the six area's of the learning and is beginning to relate children's developmental stages to the practice guidance. She plans a varied range of activities and experiences which adequately support children's all round development, for example, children attend a yoga session specifically for young children to improve their balance and co-ordination. Children have good opportunities to express themselves freely through paints and crafts or through music and dance at their weekly visits to activity sessions. Children communicate confidently and have many opportunities to socialise and mix with other children. They show some interest in books and benefit from the opportunity to learn simple sign language, which raise's their awareness of different ways in which people communicate.

The childminder encourages children to appreciate diversity, she introduces a range of foods to the children, for example, serving Mexican and Indian meals. She has a good range of play materials and books which prompt discussion and raise children's awareness of a diverse society. Children are also learning about the cultures and beliefs of others within the setting, for example, the childminder talks to the children about Christian beliefs and explains that some children will give something up, such as crisps or sweets during lent.

The childminder is generally aware of children's stages of development, although these are not always well supported. For example, when caring for a baby who is continually trying to pull themselves to a standing position, the childminder fails to provide the developmentally appropriate activity table. Teaching methods are at times formal and not always developmentally appropriate, for example, the childminder sits with young children and encourages them to write their name and fails to find alternative ways to interest children in the colour of blocks when direct questioning fails. The childminder has begun to complete some observations, but these tend to focus on the activity or outing and contain little information about the child's development, so are not useful in planning the next steps in children's learning.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

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

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed in relation to complaints which relate to the Childcare register (CR7)(also applies to the voluntary part of the Childcare Register).

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section CR7

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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 are no complaints to report 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.