

Inspection report for early years provision

Unique reference number	504898
Inspection date	06/02/2009
Inspector	Alison Tranby Sturges
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 has been registered since 1994. She lives in Farnworth, in Bolton, with her husband and two children aged 17 and 13 years old. She is registered to care for three children at any one time and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Children have access to the whole of the ground floor living areas of the house, this is open-plan consisting of a lounge connecting to a dining/ kitchen area. There is a fully enclosed garden for outside play.

The childminder currently has six children on roll, two of whom are in the early years age range. Children can be taken to and collected from local schools and pre-schools. Local amenities, such as parks and shops, are within a short walking distance. The childminder has a pet cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's well developed knowledge of each child's needs ensures that she successfully promotes all aspects of children's welfare and learning. Children are making very good progress and thoroughly enjoy the time they spend at the childminder's. Children experience a well balanced range of adult-led and child-led activities both indoors and outdoors. Inclusive practice is positively fostered, children's individual needs are productively met and they actively learn about the wider world. Self evaluation is beginning to be used by the childminder to enable her to begin to identify strengths and priorities for improvement.

What steps need to be taken to improve provision further?

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

- ensure the certificate of registration is displayed.

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

- conduct a risk assessment and review it regularly at least once a year or more frequently where the need arises. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

28/02/2009

The leadership and management of the early years provision

The childminder demonstrates an understanding of the requirements of the Early Years Foundation Stage (EYFS). This is reflected in the range of policies and procedures which she has in place and uses in her practice, including child protection, behaviour management and equal opportunities. This combined with up-to-date records for attendance, medication administration, accidents and allergies, ensures children are well protected. However, risk assessments of the play provision both inside and outside are not in place. All adults living in the house have undergone the relevant checks to ensure their suitability to be in close proximity of children and these are readily available in the childminder's file.

The childminder has ensured she has remained up-to-date with current training requirements and attended all relevant training courses. Experience and knowledge of childcare enables her to respond well to the needs of current children and their families. She is experienced and committed to developing the service provided. She has addressed recommendations from the previous inspection in ensuring she has a fully implemented evacuation procedure and has developed a system for complaints.

A positive partnership has been fostered with parents, they speak highly of the childminder and the care their children receive. The childminder works with parents to ensure children's home routines are followed and they feel secure and have continuity of care. Daily discussions and a learning record provide good opportunities to share information and to keep parents well informed about their child's day, progress and any issues. Children are protected by the childminder who has a good understanding of safeguarding procedures, has effective safeguards in place and has a sound knowledge and awareness of her responsibilities. Children are generally kept safe through robust hygiene procedures. The childminder positively promotes an inclusive practice to enable all children to have their welfare needs met and achieve as well as they can regardless of background.

The quality and standards of the early years provision

The childminder plans a broad range of enjoyable, interesting and challenging activities that cover the six areas of learning. Children take the lead in their play and learning and confidently make choices from the good range of toys and activities. The childminder is very skilful at extending children's learning through effectively planning topics and activities. She uses observations to build a picture of children's interests and their abilities, and information is used to plan for the next steps in children's learning and development.

Children have lots of opportunities to problem solve and reason. They sort the bricks out into different sizes and then build towers. Children spend time playing games, such as Animal Jungle where they practise turn taking, recognise shapes and animals and fit the animals into their respective place when they have spun the dial. Children are very confident communicators and are able to express their

wishes and choices. They know the resources well and utilise them when playing with the play dough. For example, imagination is extended when the children decide to discard the equipment and to engage in making foods using the toy kitchen set.

Children participate in a variety of messy, creative and sensory activities, such as using dough, sticking and painting. They enjoy sticking the leaves they have collected on their walks. They also enjoy exploring the properties of the snow, bringing it indoors and utilising the glitter, pipe cleaners and twigs added by the childminder to create miniature snowmen. The childminder extends knowledge and scientific concepts discussing textures, temperatures and changes to the snow when it begins to melt.

The play provision is well planned with specific learning areas and easily accessible resources for the children, enabling them to be motivated and active learners. Children are showing a keen interest in the local community. They love to go on walks to visit the horses or borrow books from the local library. Children happily play with the cars and enjoy music and movement, singing and following action rhymes such as Heads and Shoulders. They have access to a very good range of resources that provide positive images of culture, gender and disability and help them learn about and value difference. Children are confident with most self help skills, such as attempting to put on their outdoor clothes and shoes.

The childminder has a good working relationship with parents and links to the local nursery school, sharing information about children's learning and development. Areas of learning identified by the nursery school, such as recognition of words, colours and shapes, are included in the areas of learning embedded in the childminder's own play plans.

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?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	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:

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:

- take action as specified in the early years section of the report. (CR 5.4) 28/02/2009

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 early years section of the report. (CR 5.4) 28/02/2009

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.