

Inspection report for early years provision

Unique reference number	EY102489
Inspection date	21/01/2009
Inspector	Anne Mort
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 2002. She lives in the Walshaw area Of Bury with her husband and three children, two of whom are teenagers and one is seven years old. Access to the property is via a step and the childminder uses the whole of the ground floor of the property. There is an enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. There are currently six children on roll, of whom three are in the early years age range and three are in the older age group. The childminder works flexible hours from 07.15 to 17.00, and sometimes works with an assistant. The childminder either walks or uses her car to transport children to and from the local school. She holds an appropriate childcare qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children make good progress in their learning because the childminder offers suitable play equipment and interesting outside experiences. She uses her observations of children at play to take their learning further, but does not evaluate if the planned next steps in learning have a positive outcome. The childminder is fully conversant of how to provide for inclusion. She establishes communication with all parents in written agreements and daily conversation. She has a system for self-evaluation, but has yet to record a risk assessment for each outing and to demonstrate that risk assessments for the premises are checked.

What steps need to be taken to improve provision further?

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

- develop the system of observing children's play to evaluate if the planned next steps in learning have a positive outcome
- review the written risk assessment of the premises to record when and by whom the risks were checked.

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare).

27/02/2009

The leadership and management of the early years provision

A fully inclusive and very welcoming service is provided for all children. This results in children being at ease and settling very well in the organised, child-centred environment. Each child is made to feel special and is given the utmost respect. The childminder has an excellent partnership with parents in the planning that

invites parental involvement and the clearly written information she makes available to them. This includes details about herself and the policies and procedures that demonstrate the smooth running and routine of the childminding provision. Parents provide details about their child. They are made aware of the childminder's procedure should she have a concern and how they can make a complaint. They give written consents and agree the content of contracts. This promotes a trusting partnership with parents, and is having a positive impact on children's care and learning as it enables children to receive the support they need.

Children's independence is thoroughly promoted because the childminder ensures play resources are easily accessible in the lounge. There is clear play and walking space in the room. Children freely choose from the resources that are stored in boxes for easy access. The childminder considers children's safety in her home. She risk assesses her premises with written details about a potential hazard and the action taken. However, the risk assessments do not demonstrate ongoing checks. She also considers children's safety outside of the home but has not risk assessed each outing undertaken.

Effective partnerships with parents ensure the childminder is aware of a child's background and she takes this fully into consideration when caring for a child. Information about a child's achievements and the events of the day are recorded in a daily diary. This is shown to parents and the contents shared with them when the child is collected. Children's welfare is safeguarded, the identity of visitors to the childminder's home is checked and they are not left alone with children.

The childminder observes children's play and is beginning to record their learning on a formal basis. In discussion and in the documentation presented, it is evident the childminder has the capacity for continuous improvement. She embraces change by attendance at several training courses. Additional documentation and resources since the last inspection demonstrate she has addressed the recommendations left at that time. She has started to self-evaluate her provision, resulting in current redevelopment of the outside play area and an excellent partnership with parents.

The quality and standards of the early years provision

The childminder has a good awareness of the Early Years Foundation Stage relating to the learning and development requirements. She talks with parents before a child starts in her care to find out about the child's ability and interests. She is aware of the developmental stages of children and provides suitable and challenging resources. This allows children to use their existing skills in both indoor and outside play. Photographic evidence illustrates trips such as, a planned party at an outside venue with other minded children and a fishing trip where they enjoyed the use of fishing nets and learned how to keep themselves safe from water. The childminder is beginning to use her observations of children at play to plan for some of the next steps in their learning, in order to both identify gaps and to build on what they already know and can do. However, this does not always not include if in fact the next step forward has been achieved.

A healthy lifestyle is encouraged. Children have the opportunity for fresh air and exercise in local walks, their use of the play equipment in the rear garden and when taken to parks where they can access large play apparatus. Children's health is further promoted because the childminder considers children's dietary needs. She makes a written menu, illustrating healthy options, available to parents. The childminder understands and implements procedures to promote children's welfare. The clean and well maintained learning environment is child orientated and supports children's learning. Children self-select resources and their choice is respected. Their concentration span is developing very well as they settle to an activity that interests them, for instance doll play.

The childminder uses exciting vocabulary in her speech with children. She uses age appropriate words and open ended questions. Children are given ample time to formulate their thoughts before answering her questions. This greatly develops their confidence to talk out loud and make their needs known. She is very skilful at using children's natural play as a learning game, for instance she asks the colours of crayons, asks them to pass her a certain colour, thus children are learning colour identification at an early age. There is no expectation of an end result and children are praised for their colouring ability. Their self-esteem is raised as they proudly hold up their finished picture.

Children have good memory recall and thoroughly enjoy a favourite action song where the childminder omits the last words to allow them to gleefully add to the song. This is developing their speech patterns and sense of rhythm, and they are happy and smile when the childminder praises them for remembering the words and congratulates their clear speech.

The childminder gives great importance and is a good role model in the use of books to encourage early reading skills. As a result children treat books with respect and settle with interest to look at a book of their choice, announcing it is 'quiet' time. They are able to hold a book the right way up and know a story starts at the front and that further pictorial information can be seen as they turn the pages. Children have the use of resources that reflect images of diversity and experience the wider world in trips out, for instance, to toddler groups, parks and farms.

Children are actively engaged in activities and are extremely well behaved. They are secure and happy in the childminder's care because she works in a consistent manner and makes learning fun. Her knowledge and expertise working with young children is enabling them to rapidly develop their all round skills and confidence in their own ability.

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?	1
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
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?	1
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 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.