

## Inspection report for early years provision

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<b>Unique reference number</b>	EY317019
<b>Inspection date</b>	02/02/2009
<b>Inspector</b>	Sue Partington
<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 has been registered since 2005. She lives with her husband and two children aged 12 years and four years old in the Hindley Green area of Wigan, Lancashire. Children are accommodated in the lounge, kitchen, dining room and bathroom on the ground floor with access to an enclosed outdoor area. The home is accessed via a step.

The childminder is registered to care for five children in the early years age group. The childminder offers care for children in the later years age group providing out of school care; this provision is registered on the compulsory and voluntary part of the childcare register. There are currently seven children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder provides support for children with learning difficulties and disabilities. Care is offered from 08.00 to 18.00, Monday to Friday all year round.

The childminder holds a National Vocational Qualification in childcare learning and development. She receives support from the local authority.

## **Overall effectiveness of the early years provision**

Children are healthy, safe and have developed secure relationships with the childminder. Children make good progress because the childminder skilfully observes what they can do and plans a broad range of experiences to help them make progress across all areas of learning. Good information is shared with parents and other professionals ensuring consistency of care. Although the childminder is in the early stages of developing systems to monitor the effectiveness of her provision, she regularly reviews and reflects upon her service and practice to maintain continuous improvement and improve outcomes for children.

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

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

- develop arrangements regarding self-evaluation and involve parents in this process.

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

The childminder organises space, time and resources appropriately to meet the children's needs. Children have the opportunity to move around freely and promote their independence through accessing resources which are stored in labelled boxes on low level shelving. A structured daily routine promotes children's welfare and covers all areas of learning. The childminder considers a safe environment and has taken the necessary steps to minimise hazards to the

children, for instance, risk assessments are effective therefore children's safety is enhanced.

The childminder has attended training in relation to safeguarding children and has a written child protection procedure in place. She has a secure knowledge of her role and understanding of child protection matters and procedures. The childminder has up-to date Local Safeguarding Children Board information and this ensures that children's welfare is effectively safeguarded. She 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. Written policies and procedures work in practice to help promote children's health, safety, enjoyment and ability to make a positive contribution.

An inclusive and welcoming service is provided for all children and parents. The childminder has developed a portfolio which includes written policies and procedures. This is shown and discussed with parents at the initial meeting. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points. Activities are planned around children's needs and interests. Assessment files are available with photographs, children's work and written observations of children at play, which identify each child's next steps in their learning. Recent written references show that parents are happy with the service provided, levels of care and activities afforded. They also comment that the childminder provides some lovely activities for the children, and that she provides a flexible service to meet the needs of the children and their families.

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

Children make good progress in the childminder's care where they settle quickly and are loved and nurtured. They develop positive self-esteem because they feel valued and respected as individuals. The childminder has a good awareness of the children's individual needs in her care. As a result, the well thought out planning of routines and activities both inside and outside the home ensures that each child enjoys the activities and are suitably challenged. For instance, they visit nature parks where they feed the ducks. Photographic evidence shows children at a farm holding the baby animals and milking a goat. A trip to the art gallery taught children about bygone times, they dressed up in period costumes and polished the candle sticks. The children laugh as they look at the pictures and remember the trips. The children make very good progress in their learning and development because the childminder observes and assesses their development at regular intervals and identifies children's next steps to help them move forward in their learning.

Interaction between the childminder and the children is very good. They have lots of cuddles, eye contact and conversation and the childminder spends time playing with them on the floor and at their eye level. She consistently reassures them as they play or come to her with toys. Children experience a good sense of belonging in the warm and welcoming home where their artwork, pictures and posters are displayed on the walls in the dining room.

Children are cared for in a safe, clean environment where they learn to take care of themselves. They are learning about personal hygiene and each child has their own toothbrush; the children explain that they turn the egg timer over and when the sand has reached the bottom they can stop brushing their teeth because they are clean and all the germs have gone. Laminated pictures are displayed in the bathroom to show children how to correctly wash and dry their hands to prevent cross contamination. The children point to the pictures of what they do when they have independently visited the bathroom. The childminder provides a healthy range of freshly prepared and home cooked meals and snacks. They sit at the table to eat with the childminder, who uses this time to encourage social skills and language development. Children choose potato cakes and fruit today, they take turns to sing nursery rhymes whilst they are waiting, such as 'one potato, two potato' etc. The youngest child says 'hot', blows the food and laughs.

Children are very polite and well behaved and learn about what is acceptable behaviour through effective strategies, such as basic house rules and stickers for positive behaviour. Children were observed to be sensitive to each other's needs and play well together side by side. For example, they cuddled each other during their play as they build a square garage out of large blocks and count the cars lining them up to 'be fixed'. They help each other to put their wellingtons on before playing in the garden in the snow. Children express their delight as the snowflakes are falling from the sky, 'we are going to make a snowman later' they tell the childminder. Children clearly enjoy their time with the childminder and are very happy and content with her interaction and attention.

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

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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:	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.