

## Inspection report for early years provision

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<b>Unique reference number</b>	EY362041
<b>Inspection date</b>	01/05/2009
<b>Inspector</b>	Kathy Leatherbarrow
<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 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 2007. She lives with her husband and two children aged nine years and two years in Standish, Wigan. The ground floor of the childminder's house and a first floor, except the large front and back bedrooms are used for childminding. The rear garden is fully enclosed for outside play.

The childminder is registered to care for a maximum of five children at any one time. There are currently two children attending who are within the Early Years Foundation Stage (EYFS). The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, although no children attend in relation to this registration.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder recognises each child as an individual. She actively seeks and uses information from parents to meet children's individual care needs. Children play in a home that is inclusive and welcoming. The home and garden are designated for children's use and well organised so that children can initiate their own play and follow their own interests. Some useful policies and procedures are written and made available to parents. Children make sound progress in their learning and development. However, the childminder is not yet referring to the Early Years Foundation Stage (EYFS) to monitor and plan their progress towards the early learning goals. Systems for monitoring the quality of the provision are developing and actions from the last inspection have been addressed.

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

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

- develop the self-evaluation system to assess what the setting offers against the general and specific requirements of the EYFS and identify the setting's strengths and areas for development
- build on the partnership with parents, for example, by gathering information about their child's achievements at home and involving them in their child's learning; and liaise with other providers delivering the EYFS to ensure continuity of learning.

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning opportunities and plan relevant and motivating learning experiences for each child (Learning and development)
- extend the risk assessment to ensure it clearly states

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how all the identified hazards are minimised, for example, the large outdoor trampoline (Suitable premises, environment and equipment).

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

Some written policy statements provide parents with useful information about the setting. Records required for the safe and efficient management of the EYFS are appropriately maintained. Actions have been taken by the childminder to eliminate and manage risks in the home and outdoors; however, some of these are not reflected in the written risk assessment. The childminder has completed recent training on safeguarding and has developed appropriate procedures to follow, which protect children.

The childminder obtains verbal information from parents, which she uses to meet the unique needs of their child. Parents are verbally informed about their child's care and activities at the end of each day. Parents are not yet specifically informed about their child's progression towards the early learning goals or fully involved in supporting their child's ongoing development towards them. However, the childminder is seeking ways to observe, assess and record the children's achievements, which can be shared with parents and used to plan the next steps in their learning. The childminder does not yet work in partnership with providers of other settings the children attend. The childminder's knowledge of the EYFS is developing but not yet strong enough to evaluate her service against the requirements.

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

The childminder purposefully encourages young children to make relationships. She encourages them to join in activities and take turns, for example, choosing the story or counting on the abacus. She provides a variety of good quality toys and is responsive to what children show an interest in. The childminder promotes communication skills by encouraging children to mimic sounds, talk about pictures in books and repeat new vocabulary. Children's understanding of the world develops well as they grow herbs and vegetables, such as potatoes, carrots, parsnips, courgettes and garlic. The childminder shares number rhymes, songs and stories, some multi-cultural, and uses good questioning techniques to extend older children's literacy and numerical skills. All these activities help children develop skills that contribute to their economic well-being.

The childminder keeps children healthy. She encourages them to be physically active, rest and sleep according to their needs. Children enjoy a range of activities in the garden and the childminder uses the resources well to promote children's physical development. For example, climb the steps of the slide, kick balls and ride bikes. The childminder has a healthy menu and provides foods appropriately for each child as discussed with their parents. Children eat healthy snacks, for example, breadsticks and fresh fruit and regularly access drinks from their cups.

They learn to keep safe through following routines, for example, walking next to the wall when out and practising the emergency evacuation plan.

Children of all ages access a balanced range of activities and make sound progress in their learning and development. They independently select toys from those attractively set out. The childminder knows the children's likes and dislikes, which helps her support children's learning and provide appropriate equipment. She is unfamiliar with the areas of learning in the Early Years Foundation Stage, but is developing her awareness and considering a formal system of observation and assessment.

## 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?	3
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

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## **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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