

## Inspection report for early years provision

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<b>Unique reference number</b>	EY360936
<b>Inspection date</b>	26/03/2009
<b>Inspector</b>	Mary Wignall

<b>Type of setting</b>	Childminder
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## 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 2007. He minds with his wife who is also a childminder and lives with their three children all aged over eight years of age. They live in the Orrell area of Wigan. The ground floor of the house including bathroom facilities is used for childminding purposes. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. This number is increased to six when working with his co-childminder. There are currently four children on roll in the Early Years Foundation Stage. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Close working with the children's parents and the other childminder working on the premises means children's individual needs are met. Children enjoy warm relationships in an inclusive environment where they have easy access to toys and activities. The childminder has attended required training and taken time to understand and implement the Early Years Foundation Stage. As a result the children make steady progress in their learning. Improvements have been made since the last inspection though self-evaluation does not identify areas for development.

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

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- consider arrival and departure procedures for staff or other childminders working on the premises
- use the self-evaluation form and quality improvement processes as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria.

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

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and provide a record of these particular aspects and when and by whom they have been checked.(Suitable premises, environment and equipment)

14/04/2009

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

The childminder has worked closely with the other childminder working on the premises to produce a full set of policies and procedures and offers the parents a fully integrated service. With both childminders contracted to mind the children, they share tasks bringing a benefit to all the children. For instance, tasks, such as the preparation of food, and activities are shared enabling the children maximum enjoyment of the childminder's attention. This results in the childminder having a good knowledge of the children they care for. Care of older children in a purposefully planned summer house means younger children have safe and full freedom of the ground floor. Records clearly show which children are minded, although procedures for the childminders' arrival and departure times are not in place. The childminder explains how increased use of safety gates has reduced potential hazards to the children. Implementation of a risk assessment has reduced potential hazards to the children, although it does not fully identify all areas of the environment that need checking reducing its effectiveness.

The childminder demonstrates a sound understanding of the Early Year Foundation Stage, having spent time reading and developing new systems to record the children's progress to share with the parents. Some improvements have developed from reflecting on current practice, although self-evaluation does not lead to targeted improvements. The childminder has a sound knowledge of safeguarding children issues and has relevant information, such as good practice guidance, and appropriate referral details are at hand for easy reference.

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

The childminder shows a good understanding of the children, their attendance patterns and preferences. For instance, on entering the room, they get excited to see him and become very vocal. He recognises they are feeling tired explaining their signs of tiredness and they sit together quietly chatting. The children are comforted happily responding to the quiet chat and resting their head in comfort. Records of children's achievements now help track their learning and development progress. This information, and information from the parents, is not linked to the planning of activities to provide individualised learning for the children.

The childminder is a good role model for the children. He demonstrates the appropriate use of the rolling pin helping the children to hold, press and push the dough. The children join in and enjoy the activity. He acknowledges the children's exploration of the dough as they wrap it round their hand. He extends their understanding as he explains it is heavy to hold up.

The children's health is promoted in daily routines. Children sleep according to their own needs and in agreement with the parents. The childminder places the pram out of the sun and checks them regularly for their comfort and safety. He helps them to wipe their hands explaining that they need to be 'nice and clean' before eating.

The children enjoy warm relations with the childminder. He responds to the children's requests extending their understanding of the needs of others. For example, the children tap the floor gesturing for him to sit next to them. He explains that he has a sore leg and the game is moved to a low level table. The game continues in comfort and safety as they both place pieces in a puzzle game. The childminder's interaction is well balanced. He asks open questions encouraging the children to recognise colours and count. When counting pieces of a puzzle he understands they are engrossed in their game when he asks 'what's next?' and they reply 'this one'. The game continues with the childminder counting later on for the children to hear.

The childminder understands the children's emerging language and gestures. As a result, they are confident communicators. As they sit together playing games on the computer, the children become more vocal. Not sure what they want, he offers different alternatives. He understands immediately as they knock on the table gesturing the actions of the wanted game. The requested game is soon enjoyed together with fun and giggles.

The childminder explains how they make good use of the local environment, such as local lakes and parks where they enjoy the outdoors regularly feeding the ducks. In discussing diversity, the childminder knows immediately what books and resources they have to extend the children's understanding and knowledge of the world. For instance, a calendar of different cultural festivals is available on the computer for use in planned activities with the children.

## 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

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

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

## **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.