

Inspection report for early years provision

Unique reference number	322555
Inspection date	22/05/2009
Inspector	Julie Firth
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 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 2000. She lives with her two adult sons in Tyldesley, an area of Wigan. The whole of the ground floor, which includes the lounge and the kitchen, are used for childminding. There is a rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll; one child is aged under five years. She is supported by Wigan Sure Start.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder promotes children's welfare and learning and generally provides a safe and inclusive environment. The children are happily engaged in some play activities. However, the provision for children's learning and development is not yet fully developed with regard to systems for planning and assessment. The childminder has positive partnerships with parents but they are not fully involved in their children's learning. She is beginning to reflect on her practice and is in the process of formalising systems in relation to self-evaluation.

What steps need to be taken to improve provision further?

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

- further develop planning to ensure that children are given stimulating opportunities and experiences around the six areas of learning
- provide parents with more opportunities to be involved in their children's learning and development
- continue to use self-evaluation effectively to monitor all aspects of the provision.

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

- ensure that all persons over 16 years of age and living in the house are vetted (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register).

15/07/2009

The leadership and management of the early years provision

In the main, the childminder's home is organised to give children opportunities to become independent. A structured daily routine promotes children's welfare and

meets their needs. Written policies and procedures are in place and contribute towards positive outcomes for children. Records and documents are well organised and stored securely to maintain confidentiality. At the last inspection, the childminder was asked to obtain a first aid certificate and this is now in place. She has carried out a detailed risk assessment of her home and outings. However, she has failed to ensure that all adults living in the house have been vetted; this is a breach of a legal requirement.

An inclusive and welcoming service is provided for all children. Parents are happy with the service that the childminder provides for their children. Written procedures, including a complaints policy are in place to give parents an understanding of how the childminder's service works in practice. However, parents are not fully involved in their children's initial assessments and learning. The childminder is aware of the importance of working with other providers to ensure progression and continuity of care and education.

The childminder is committed to meeting children's individual needs and she has attended recent training to enhance her knowledge of the Early Years Foundation Stage (EYFS). The childminder recognises the importance of continuous improvement. However, self-evaluation is not formalised to fully monitor her service. The childminder has effective systems in place to safeguard children. She understands her role in safeguarding children and is very aware of the correct procedures to follow if she has concerns about children's welfare.

The quality and standards of the early years provision

The childminder demonstrates a sufficient knowledge and understanding of the EYFS framework. Children are involved in some stimulating activities, which are planned around children's needs and interests. However, planning is in the early stages and not fully developed to give children opportunities in all areas of their learning. The childminder takes photographs of children's achievements and makes written observations of their progress. She is beginning to plan for children's next steps of learning and monitor their progress. Children are happy and settled in the childminder's care and she develops warm relationships with them. She provides positive support and encouragement to help children achieve, which promotes their confidence and self-esteem. Resources are generally accessible to enable children to make choices about their play and some equipment promotes areas of diversity.

Emphasis is put upon children's social and emotional development, which enables them to make and follow their own decisions about their play. For example, children decide they want to do some gluing and sticking and select the materials they need. Children's communication skills are well fostered as the childminder questions them and asks them what colours they recognise. She takes them to the library, which enhances their interest in books, and to groups to mix with other children.

Children enjoy playing imaginatively with dolls and prams and have access to a suitable range of resources to express their creative ideas, such as craft materials.

They create a butterfly decoration for the garden and they enjoy painting indoors and outdoors. They participate in counting games and puzzles such as how many skittles are left standing, and in music and rhymes. The rear garden provides opportunities for fresh air and exercise and children visit the local park to use large equipment to balance and climb. Furthermore, the childminder takes children swimming to the local pool.

Children's health and well-being is promoted. Children learn about hygiene practices as they wash their hands as part of the daily routine. They benefit from a range of healthy snack options to promote their growth and development. Children sit together at snack times, which provide a social occasion. They use good manners, such as please and thank you. The childminder works closely with parents respecting their wishes regarding bringing their own foods. Children are learning about keeping themselves safe, for example, road safety and in the home through ground rules to ensure they play safely.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	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:

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 (CR3). 15/07/2009

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 (CR3). 15/07/2009