

Inspection report for early years provision

Unique reference number	EY224371
Inspection date	18/06/2009
Inspector	Victoria Gail Halliwell
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 2003. She lives with her adult daughter and daughter aged 13 years in the Leigh area of Wigan. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is currently caring for two children in this age group. She also offers care to children aged from five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is available to provide care each weekday, on a full-time basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder effectively promotes all aspects of children's welfare, learning and development. Children are valued as individuals and benefit from secure and nurturing relationships with the childminder, who appreciates and respects each child's unique contribution to the setting. Partnerships with parents are strong, which promotes consistency and ensures all relevant information is routinely exchanged. The childminder supports individual learning very well and children enjoy a good range of interesting activities and experiences, which helps them make good progress in their learning and development. The childminder's capacity to improve is strong, she routinely reflects on her practices and has developed a formal system of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the links between planned activities and planned learning intentions for individual children
- record children's starting points and further develop the assessment process, to provide a more meaningful record of children's overall progress in each area of learning.

The leadership and management of the early years provision

The childminder is experienced in caring for young children and is very committed to further developing the service she offers to young children and their families. Since her last inspection the childminder has completed a nationally recognised level 3 qualification in Early Years and Childcare, and has continued to attend a good selection of short training courses. She has embraced the new Early Years Foundation Stage (EYFS) framework and in addition to training, has further increased her knowledge and understanding through her own research and

reading. The childminder's process of self-evaluation is effective, as a result, she has a sound knowledge of her strengths and is addressing areas for development. For example, to further develop her knowledge and understanding of planning and assessment, she has loaned reference books from the library.

Children are effectively safeguarded by the childminder, who periodically updates her knowledge and understanding of child protection issues and procedures through training. She is clear about and has informed parents of the procedures she will follow if she is concerned about a child in her care. Children safety is paramount and excellent systems are effectively implemented to ensure children's safety both within the childminder's home, and whilst on outings.

Partnerships with parents are very good. Parents are well informed about all aspects of the provision, including revisions to policies and procedures. A daily communication book encourages parents to share information on a regular basis and provides them with meaningful information about their child's time with the childminder. In addition parents have regular opportunities to view their child's observation file and receive verbal updates or photo messages from the childminder, all of which keep them well informed about their child's progress. Issues of unwanted or challenging behaviour are openly discussed with parents and appropriate strategies are agreed to ensure a consistent approach. Such effective partnerships are very beneficial and have a positive impact as children learn the importance of socially acceptable behaviour.

The quality and standards of the early years provision

The childminder provides a broad and balanced range of activities and experiences which help children make progress in all areas of learning. Topics or themes, such as teddy bears picnic, form the basis for written plans which link to each area of learning. So whilst developing the theme of a teddy bears picnic, children develop their counting skills and mathematical concepts as they count and compare the size of bears before putting them in sequence. They complete a range of creative activities and play with imagination with the teddy bear masks they make. They learn about the world around them as they visit local parks and search for their teddy bears in the woods and talk about the journey to the picnic area.

Children have excellent opportunities to develop skills that contribute to their future economic well being, for example, the childminder fosters children's interest in the written word, reading stories and providing opportunities for children to loan books from the local library. Children are learning that print carries meaning and have meaningful opportunities for mark making, as they make invitations for the teddy bears picnic. The childminder is mindful of the importance of information technology, consequently, children are learning to operate simple electronic toys. With support they select the song they want to hear and are learning they must programme the correct sequence of shapes to hear the song.

The childminder provides a good balance of adult and child led activities, she observes children closely and notes their interests. Written observations are routinely completed and the childminder is aware of the progress children have

made, but this is not always clear from written records, as children's starting points are not recorded. In practice the childminder supports children's learning very well, but written plans do not link to plans for individual children's learning. The childminder works flexibly and respects children's choices, consequently children have very good opportunities to pursue their interests. As a result, one child mixes paint with glue and watches closely amazed that the mix does not drip off his brush as the paint did previously. He then experiments with glitter and beads and learns that he can not add beads to his original painting without adding glue.

Children's good health is very effectively promoted by the childminder, who encourages children to make healthy choices about what they eat and help with the preparation of their lunch. Children's choices are respected and they enjoy wraps filled with cheese and have their salad in a separate bowl. All experiences are valued as a learning opportunities and the childminder utilises mealtimes well, explaining that salad is 'good for you'. She is also mindful of the next stages in children's development and encourages children to drink from a cup without a lid. Provision for children's physical development is very good. The childminder plans and provides for both fine and gross motor development, for example, children develop their fine motor skill as they learn to thread, or pick up small beads for their creative work. They also move freely outdoors, kicking balls and using equipment skilfully as they play golf. Children routinely use climbing apparatus at local parks and soft play centres. Children have both routine and planned opportunities, such as, a bear hunt or teddy bears picnic to play outdoors in the fresh air, which contributes to a healthy lifestyle.

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	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

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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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