

Inspection report for early years provision

Unique reference number	EY320499
Inspection date	29/04/2009
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 2005. She lives with her husband and two children aged 12 and eight years in Tyldesley.

The whole of the premises, which includes the lounge, the playroom and the conservatory 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 three children on roll, of whom are in the early years age range.

The childminder is member of the National Childminding Association. She is supported by Wigan Sure Start.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder effectively promotes children's welfare and learning and she provides a safe and inclusive environment. Good systems are in place in relation to planning, observation and ongoing assessment. The children are happily engaged and occupied in a broad range of stimulating play activities and experiences. There is a good working relationship with parents; they are consulted and involved, and kept well informed of their children's daily routines, care and learning. The childminder has developed effective systems in relation to self-evaluation to help her to monitor the service she provides.

What steps need to be taken to improve provision further?

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

- continue to use assessment to track children's progress around the six areas of learning.

The leadership and management of the early years provision

The childminder is very committed and enthusiastic and continually strives to improve the service she provides. The childminder's home is organised to give the children very good opportunities to become independent. She provides a friendly environment where children are happy and settled. A structured daily routine promotes children's welfare and meets their needs well. All required policies and procedures are in place and copies are available to parents and discussed to ensure they are kept fully informed of her childcare.

The childminder uses the framework to further develop her childcare practices. She

has attended available training in relation to the Early Years Foundation Stage framework, which enables her to meet the requirement well and promote outcomes for children.

The childminder ensures that the service she provides is fully inclusive and she makes parents and their children feel welcome. Parents speak highly of the care and learning that she provides for their children. They are provided with a wealth of information about their children's care, learning and development. For example, the childminder maintains children's individual files and parents are able to observe their children's progress. Furthermore, there is a comments book on the entrance of her home to enable her to monitor the service she provides. There is also a notice board in the kitchen displaying further information and certificates of qualifications. She has systems in place to work with other providers to ensure she is able to complement the Early Years Foundation Stage provided by them. She attends the local childminding session and each week a different planned area of learning is organised by one of the group to further promote children's interest and progress in a large group.

The childminder has a secure understanding and procedures in place of how to protect children and this ensures children's welfare is effectively safeguarded. The childminder recognises the importance of continuous improvement and is identifying the strengths and weakness of her setting.

The quality and standards of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage and she plans and provides a wide range of interesting and stimulating activities. This helps the children make progress across all areas of learning and development. The childminder works well with parents to gather information about their children's starting points. She has started to take photographs to illustrate the children's development. She observes children at play and uses this information to chart their progress and plan their next steps in learning. The childminder is aware of how children are progressing. However, assessments are not fully developed for all children attending.

The childminder provides a fully inclusive environment for the children and their families. She provides a friendly environment where children are happy and settled. Resources are attractively stored in low level cupboards and crates and promote all aspects of children's learning. Furthermore, they give children an awareness of diversity. The childminder dedicates time playing with them and children enjoy their time spent with her. She knows the children well and is able to meet their individual needs. As a result, the children are confident and eager to learn.

The children develop good self help skills as they are encouraged to tidy up and put on their own coats. They mix with other children in her care and at groups. Furthermore, there is a strong emphasis on turn taking and sharing amongst each other. Children show an interest in the local environment as they go on nature trails looking for conkers and twigs. They learn about the life of a hedgehog. They

also have access to a range of programmable toys. Children develop an awareness of problem solving and reasoning as the childminder introduces concepts of number, shape and size into their play. They learn the concept of weight during a baking activity. A height chart is displayed around in the room. They use language well from an early age to explain what they are doing and to ask questions. Children enjoy reading with the childminder. They are encouraged to write letters of their name and use sounds which are shared in group activities. The childminder encourages imaginative play as children become involved in role play and dress up. They have lots of fun and sing songs as they play. Photographic documentation shows the children have a wealth of opportunities to express their own thoughts and ideas using a variety of creative materials. They explore the colour black as they create a spider and enjoy making a picture globe for Father's Day. The children have fun playing in the garden and develop control and coordination as they ride on wheeled toys. Exercise is promoted as children understand that walking to school is good for their health.

The childminder implements strategies to promote all children's social, physical and economic well-being. The children learn about hygiene practices and personal care routines as they wash their hands at appropriate times of the day. Posters are displayed in the bathroom to remind children of their practice. They are well nourished and develop an awareness of healthy eating because the childminder provides a home cooked menu that is well balanced and nutritious to aid their growth and development. The childminder's home is safe and secure. It is well equipped with equipment, furniture and resources and provides an enabling environment where children can thrive. Full risk assessments are in place for outings and the premises. The childminder acts as a good role model for the children and they receive clear messages about expected behaviour, as a result, the children are polite, well mannered and behave well.

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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