

Inspection report for early years provision

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| Unique reference number | EY320119 |
| Inspection date | 28/04/2009 |
| Inspector | Mary Wignall |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 under eight years of age in Standish near to Wigan. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, two of whom may be in the early years age range. There are currently two children on roll in the Early Years Foundation Stage. The childminder is also 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. The childminder has warm relationships with the children. They make steady progress in their learning and development as the childminder encourages them to be active and plans varied experiences for them to enjoy. Sufficient toys for all children to play with, low level storage of toys and the childminder's interaction means all children are fully included in the play. The childminder shows a commitment to developing her provision as she is currently working towards a relevant Level 3 qualification.

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 experience for each child
- regular evacuation drills should be carried out and details recorded in a fire log book of any problems encountered and how they were resolved.

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

- ensure the risk assessment identifies all aspects of the environment that need to be checked on a regular basis and maintain a record of these particular checks and when and by whom they have been checked (Suitable premises, environment and equipment) 14/05/2009
- put in place a written procedure for dealing with concerns and complaints from parents and keep written record of complaints and their outcome. Investigate all written complaints relating to the requirements and notify complainants of the investigation within 28 days of having received the complaint. (Safeguarding and promoting children's welfare) 14/05/2009

The leadership and management of the early years provision

Most records required for the safe and efficient management of the Early Years Foundation Stage are in place. A risk assessment has been completed, although it does not reflect all the checks made to make the premises safe and secure for the children. A complaints procedure is not available for inspection which reflects the childminder's limited knowledge of the legal requirements regarding complaints. The parents receive copies of all available policies for information and consistency for the children. Parents provide information about their children's care needs, such as, health and dietary needs, which the childminder uses to plan appropriate individual care for each child. Less information is shared about the children's learning and development needs.

The childminder's safeguarding policy reflects her sound knowledge of safeguarding issues. It clearly informs the parents of her responsibility to refer any concerns she may have. The childminder demonstrates a commitment to self-evaluation. Actions taken since the last inspection have improved systems to obtain consent for any emergency treatment needed by the children and the recording of any accidents. Implementation of her equal opportunities policy means children now play with toys that reflect positive images of diversity extending the children's understanding and experiences.

The quality and standards of the early years provision

The childminder has warm relationships with the children developing their self-esteem and confidence. They naturally go to her for support and comfort and receive cuddles and lots of attention. They enjoy looking at themselves and others in a display of photographs. They show the children enjoying a wide range of activities across all areas of learning. The observations she has recently begun provide useful information about what activities the children have experienced. Brief notes make general links to the Early Years Foundation Stage and begin to show the children's progress to the early learning goals. Observations are not used effectively however, as they are not consistently used to assess children's learning or plan for their next steps.

The childminder's interaction helps extend the children's understanding and learning. For instance, when playing with cars she suggests they park them in an imaginary car park and they line the cars up in neat lines. She continually uses opportunities to ask questions about colours helping them to sort and match. She encourages the children to count asking how many they have. They show good counting skill as the confidently count to five pointing to each one as they count. She continues to count for them to hear and learn.

Children's play is well balanced as they follow their own interests. For instance, the childminder invites them to look at the large sized book she has. At first one child isn't interested and they happily continue playing with the vehicles making imaginative realistic noises to accompany their driving actions. Later when they want to join in she organises the children so they all can see the book and enjoy

the story. She moves her finger over the words demonstrating the reading action. She encourages the children's contribution in the storytelling as they call 'help' or 'fire' as the story suggests.

The children follow good hygiene routines. They independently get the stool to help them reach the sink to wash their hands before eating. They know to dispose of the paper towels in the bin and look forward to their healthy meals and snacks. They express their choice of food and the childminder asks if they need help folding their bread or making their sandwich or if they want to do it themselves. As a result they enjoy their meals. They are beginning to learn about safety as the childminder explains not to stand on toys or climb. They do not have opportunities to practice fire safety procedures as regular evacuation drills are not carried out.

The children play robustly in the garden with the challenging equipment the childminder provides. For instance, they jump on a children's trampoline holding onto the safety handles for steadiness and ride fast on small wheeled toys, negotiating the space well. The children generally behave well. The childminder is consistent and calm in encouraging and explaining the benefits of sharing. The children are beginning to negotiate their own disputes, although at times finding it difficult to share without the childminder's sensitive support.

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

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| 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

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| 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

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| 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 |

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

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. (CR7.1) 14/05/2009

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. (CR7.1) 14/05/2009