

Inspection report for early years provision

Unique reference number	EY387708
Inspection date	01/06/2009
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 2009. She lives with her husband and two children aged one and five years in a detached property in Ashton in Makerfield, Wigan. The property is close to local schools, pre-schools, parks and shops. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to provide care for a maximum of four children under eight at any one time, of whom two may be in the early years age range. She is currently caring for one child 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 the children's welfare, learning and development. She values children as individuals and works closely with parents to find out about each child's needs and routines; consequently, children settle quickly and form secure attachments with the childminder. Provision for children's learning and development is good, the childminder continuously observes what children can do and informally plans for the next steps in their learning, although this is not always evident in written records. The childminder's capacity to improve is strong, she has recently commenced minding and regularly reflects on her practice, although this is not yet formalised.

What steps need to be taken to improve provision further?

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

- record children's starting points to provide a clearer picture of their progress and analyse observations highlighting children's achievements or their need for further support, to help you plan for children's future learning as they progress towards the early learning goals
- develop the system for self-evaluation.

The leadership and management of the early years provision

The childminder has recently started to care for young children and has enthusiastically embraced her childminding role. She has quickly established effective and inclusive policies and procedures; as a result, all required records are exceptionally well organised and her provision is efficiently managed. The childminder is committed to further improving the service she offers to young

children and their families. She routinely reflects on her practice and makes changes which improve the quality of care she provides. For example, promptly reassessing sleep time arrangements when one child did not settle. However, a formal process of self-evaluation is not yet established. The childminder's training and development since registration has been very good and she has devised a training log which clearly demonstrates her continued commitment to relevant training, for example, in heuristic play and creative movement.

Children are very effectively safeguarded, excellent procedures are routinely implemented to keep children safe both within the childminder's home and whilst on outings. The childminder has a sound knowledge and understanding of and has incorporated Local Safeguarding Children Board procedures into her own safeguarding policy, which is effectively shared with all parents.

Partnerships with parents are strong. Parents are very well informed about all operational procedures and are encouraged to share what they know about their child's individual needs and routines. Some information about children's interests, their likes and dislikes, is documented. Information about children stages of development is exchanged verbally. Consequently, the childminder knows each child very well, but details of children's starting points are not included in records of children's progress. Ongoing discussions inform parents about their child's time with the childminder, and once children are settled the childminder meets with parents to review all aspects of care including their progress and development.

The quality and standards of the early years provision

Children's continued health and welfare is very effectively promoted by the childminder. Excellent procedures are in place to help prevent the spread of infection, including the use of individual towels and disposable aprons and gloves for nappy changing. From a very young age children are introduced to healthy eating. The childminder provides a varied range of healthy and nutritious meals and snacks, and routinely introduces older babies to new foods, such as, radish and peppers. Excellent provision is made for babies during hot weather, including, outdoor play within the shade of large trees and games which encourage them to wear a sunhat.

Children's individual needs are recognised and respected by the childminder, who is very well organised and ensures daily events such as meal and sleep times are enjoyable and take place in accordance with individual routines. Children benefit from a secure and nurturing environment and have formed secure attachments with the childminder. They smile and wave their arms excitedly as she approaches and are instantly soothed by her voice if she momentarily leaves their sight. Such a secure and supportive environment encourages children to try new experiences and subsequently acquire new skills. This helps them make good progress towards the early learning goals. For example, an older baby is hesitant and a little nervous in the small ball-pool the childminder has provided, with the childminder's encouragement and support the baby grows in confidence and smiles at his achievement as he moves in the balls.

The childminder is developing a good knowledge and understanding of the learning and development requirement for the Early Years Foundation Stage. She effectively uses the practice guidance to monitor children's progress and makes very clear links between her observations and the related aspects within each area of learning. A clear system is in place to ensure all areas of learning are observed over time. The childminder continually completes observations to ensure she is well informed about children's progress and subsequently provides for the next steps in children's learning, although this is not always evident in written records. For example, the childminder identifies that the next steps in a child's physical development are to walk unaided and provides lots of support and opportunities to encourage this, but it is not identified as a planned learning intention.

Children enjoy a varied range of stimulating, age and developmentally appropriate activities and experiences, babies explore a range of textures as they play in the sand, bubbles and 'gloop' mixture. They investigate toys that incorporate technology and are learning about the world around them, through regular outings into the community to visit local shops, parks or to feed the ducks. Children's language development is very well promoted by the childminder who routinely engages in meaningful conversations with babies, pausing to allow them time to 'babble'. She uses facial expressions and actions well to stimulate babies enjoyment of simple books and introduces them to a range of rhymes and songs.

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?	3
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

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:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by e-mail (CR7.1) (also applies to the voluntary part of the Childcare Register).

23/06/2009

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 compulsory Childcare Register section of the report.

23/06/2009