

## Inspection report for early years provision

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<b>Unique reference number</b>	EY389092
<b>Inspection date</b>	18/05/2009
<b>Inspector</b>	Glynis Margaret Kite
<b>Type of setting</b>	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 registered in 2009. She lives with her husband and five children, one adult and the others aged 12 years, five years, three years and a baby aged 15 months in Tyldesley. The childminder provides care on the ground floor of her home excluding the living room. There is a secure garden for children and a covered area and outdoor play room. Access to the setting is at ground floor level.

The childminder is registered for a maximum of three children under eight years. There is one child on roll. The childminder is registered on the Early Years Register and the Childcare Register. The childminder is supported by her husband in the capacity of assistant and in these circumstances may care for a maximum of nine children under eight years.

The family live within walking distance of local shops, parks, a library, swimming baths, football field, a farm and Sure Start services. The childminder is a member of National Childminding Association.

## Overall effectiveness of the early years provision

The overall effectiveness of the provision is good. Children make good progress in their learning and development and their welfare is promoted well, based on individual needs. The childminder has put in place effective policies and procedures to promote working in partnership with parents, enabling her to meet the needs of their children well. The childminder has established her own system for evaluating her provision and has taken steps to seek the views of parents. Effective organisation of the setting ensures the needs and interest of all children are catered for through daily routines.

## What steps need to be taken to improve provision further?

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

- review the policy and procedure regarding uncollected children.

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

- seek written parental consent from parents with regard to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

01/06/2009

## **The leadership and management of the early years provision**

The leadership and management of the setting is good. The childminder has a clear vision of how she wants her setting to operate and has put in place several well written policies and procedures to achieve a quality provision. The childminder is suitably qualified and is committed to developing her skills and knowledge through attending further training. The childminder is very well organised with regard to how the space and resources are used to the benefit of children, for example, all of the rooms which are registered, are made available to children and there is a useful outdoor area under cover to ensure children can play outside regardless of most weather conditions.

The childminder has put in place detailed risk assessments and completes a daily check to ensure children's safety. The risk assessments are effective in practice. The childminder has also put in place a detailed emergency evacuation policy and procedure, which children are involved to prepare them in the event of a real emergency situation. Records and safety equipment are also in place. The childminder reviews her policies and procedures on a regular basis and keeps them up to date.

The childminder works very closely with parents. She has put in place several systems to enable them to share and exchange information with each other about the children. Parents have been invited to share their views of the setting through a questionnaire. The comments from parents are very positive and have been included in the childminder's self-evaluation of the setting. The childminder completes a self-evaluation every month to enable her to identify any areas for improvement as soon as possible. The childminder has obtained all required information about the children from their parents, however she has not taken steps to seek their consent for the seeking of emergency medical treatment or advice. Parents are provided with a detailed 'parents pack' this includes copies of the settings policies and procedures, although the policy for un-collected children needs to be reviewed and updated. The childminder shares information with parents about children's dietary requirements and the menus she uses. Parents are encouraged to peruse the menus and make any changes or suggestions to them.

## **The quality and standards of the early years provision**

The childminder supports children's learning well. She makes all children feel welcome and this helps them to settle in quickly. The childminder obtains information from parents about the children's starting points, this is very useful information in helping her to plan for daily and future activities. The environment is organised very well, enabling children to make choices and decisions about what they do. The environment is bright and stimulating, which helps to keep children interested and challenged. The extensive range of resources is easily accessible to children, thereby promoting independence as children select their own activities.

The childminder plans purposeful activities for individual children. The play plans are based on children's interest, observations, discussion with parents and the

children's starting point. The play plans cover all six areas of learning and it is clear to see how all three aspects of planning, observation and assessments link together. The play plans include both the indoor and outdoor environments and also include experiences in the wider community. Children learn about keeping themselves and others safe through daily routines and planned activities, for example they learn how to use equipment safely.

Children quickly engage in the activities offered and spend time exploring and investigating different media, such as dough and paint. Children enjoy good opportunities to engage with living creatures and nature. They help to grow fruit and vegetables in a greenhouse which they helped to assemble, they also grow herbs and plants. Children are currently growing caterpillars and learning about birds and bees that come into the childminder's garden. The childminder ensures that all of the six areas of learning are covered during planned and child initiated play. While creating pictures of a caterpillar, children explore words as they choose a name for their caterpillar, they talk about colours, size and shape and count all within one activity. Children enjoy outdoor play and have free access to the under cover area on most days. There is a good selection of larger equipment to promote children's physical skills. Children are also allowed to take risk, such as climbing and learning how far they can go safely, while in a secure and safe environment.

The childminder takes children on trips in the wider community, they visit parks and other places of interest, such as Butterfly World and Soft Play areas, they often follow up visits with creative activities in the childminder's home. Children play mostly alongside each other but show interest in what each is doing. Children learn about sharing and taking turns as they play games and use the equipment and resources, also with support from the childminder. Children learn about each other through varied activities which promote culture, disability, gender and religion in positive ways, for example, through resources, such as books, puzzles and play people. Children engage in various celebrations which promote cultural festivals and they are beginning to learn basic words in another language, parents are also able to be involved in this.

Children are developing good manners and generally behave well. Children respond positively to the childminder and are beginning to know and understand the house rules. Children are encouraged to make choices which helps to boost self-esteem and build confidence. Children are becoming more independent as they establish themselves within the setting. Children develop a sense of belonging because they have some space of their own and are able to bring some of their own belongings to the setting. Children are encouraged and supported to develop self help skills such as using cutlery to eat lunch with and putting on and taking off own shoes and coats. Children sit together for meals and snacks and enjoy the social occasion. Children's health and well-being is promoted well through lots of fresh air, physical exercise and the provision of a healthy balanced diet. Lunch is cooked fresh on the premises each day and includes two to three of the recommended portions of fruit and vegetables.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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