

Inspection report for early years provision

Unique reference number	EY289513
Inspection date	24/07/2009
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 2004. She lives in the Astley area. The whole of the ground floor is used for childminding and the rear bedroom. There is a secure outside rear garden.

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 fifteen children on roll of whom six are in the early years range. The childminder is beginning to form links with other early years settings which minded children attend and that also provide the Early Years Foundation Stage framework.

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

Overall effectiveness of the early years provision

Overall the quality of 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 and observation and assessments are in the early stages. Children are happily engaged and occupied in a broad range of stimulating play activities and experiences. There is a good working relationship with parents and they are kept well informed of their children's daily routines, care and learning. The childminder uses effective systems in relation to self-evaluation to enable a high quality service for children in her care.

What steps need to be taken to improve provision further?

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

- develop assessment to clearly indicate how children are progressing in all areas of their learning.

The leadership and management of the early years provision

The childminder is very committed to the service she provides and attends available training. A structured daily routine promotes children's welfare well and meets their needs. Children attend throughout different times of the day and are supported throughout the day by the childminder. The childminder's home is well organised and gives the children lots of opportunities to become independent. All required documentation is in place and written policies and procedures work well in practice to positively promote children's health, safety, enjoyment and achievement.

The childminder is committed to ensuring that the service she provides is fully

inclusive and she makes parents and their children feel welcome. The childminder has developed a portfolio which includes written policies and procedures. Copies of the policies are given to and discussed with parents at the introduction meeting, helping to promote good working relationships and a shared understanding from an early stage. They are provided with a wealth of information about their children's care, learning and development. For example, the childminder maintains children's individual daily diaries. Letters of appreciation and written questionnaires indicate a high level of care is offered to children. She is beginning to make links with other providers to ensure progression and continuity of care and education.

The childminder has a very good understanding of how to protect children and procedures are in place and this ensures children's welfare is effectively safeguarded. She keeps up to date with regular training. The childminder recognises the importance of continuous improvement and effective systems are in place to monitor her service.

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 linked to the six areas of learning. The childminder works well with parents to get the children's starting points, which she records on an information sheet. She observes children at play and uses this information to plan their next steps in learning. Children have their own profiles and photographic evidence illustrates children's enjoyment and fun during activities. Furthermore, children are asked to contribute to planning through a suggestion sheet. However, assessments are in the early stages and do not clearly indicate how children are progressing around all the six areas of learning.

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 labelled, 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 and talking to the children, developing warm relationships with them. She knows the children well and is able to meet their individual needs.

There is good emphasis on children's independence and they are encouraged to tidy away toys and play alongside each other. They are encouraged to dress themselves and the older children willing help with the very young. The childminder helps them to become familiar with daily routines. Children develop an awareness of problem solving and reasoning as the childminder introduces number by counting the stairs and through songs. Worksheets consolidate children's learning as they enjoy matching the skeletons. They use language well from an early age to explain what they are doing and to ask questions. Children enjoy reading with the childminder and attend the library regularly. They make marks and have opportunities to write letters of their name before starting school. The childminder encourages imaginative play as children become involved in role play and dress up. They explore their local community and enjoy visiting places of

interest. They celebrate festivals from different countries. Furthermore, they are given the opportunity to grow seeds and have access to programmable toys. Children's creative development is promoted as they explore colour and display their artwork around the childminder's home. They have fun playing in the garden and develop control and coordination as they peddle wheeled toys. They balance their bodies on fixed equipment in the park. Also they are taken swimming with the childminder to the local pool.

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. They are well nourished and develop an awareness of healthy eating because the childminder provides a 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. Children learn about road safety as they walk home from school. The childminder acts as a positive role model to the children and they receive a clear message about what is expected of them. The children are polite and behave well, they are confident to speak to visitors. They also become aware of sharing and taking turns from an early age making their own ground rules.

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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