

## Inspection report for early years provision

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<b>Unique reference number</b>	322797
<b>Inspection date</b>	27/07/2009
<b>Inspector</b>	Debra, Elizabeth Mitcheson
<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 was registered in 1991. She lives with her husband, two adult daughters, dog, cat and fish in Atherton, Wigan, Lancashire. The through lounge, designated playroom, conservatory, kitchen and bathroom on the ground floor are used for childminding purposes. There is a rear and front garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range. She is currently minding five children in this age group and is also registered on the compulsory and voluntary parts of the Childcare Register. She currently offers care to two children aged over five years to 11 years and operates from 07;00 18;00, all year round. She collects children from the local school and attends amenities in the local community. These include visits to the swimming pool and meetings with other childminders and their children on a regular basis.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder is successful in promoting the children's welfare and learning. They feel at home in this safe, secure and welcoming environment where no child or their families are disadvantaged. Children thoroughly enjoy themselves and are making good progress in their learning. Although, observational assessments do not clearly identify with progress against the early learning goals. Outcomes for children in her care have improved as part of her changes in practice to comply with most legal requirements with the exception of specific detail in relation to the policies for risk assessment of the kitchen, injuries and complaints.

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

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

- further develop the observational assessments to more clearly identify with children's progress against the early learning goals
- ensure that records in relation to complaints, injuries and risk assessments are in line with the Early Years Foundation Stage.

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

A commitment to training and sharing best practice with other professionals and childminder colleagues has enabled this childminder to develop a good understanding of the Early Years Foundation Stage (EYFS). These resources provide the guidance and support she needs to deliver a programme of inclusive care and education. A child orientated environment awaits the children. It is clean, warm, welcoming and creatively organised to allow children free access to four

main areas of play. These include a designated playroom, through lounge, conservatory and rear and front garden areas used for outdoor provision. This helps develop their independence as they are able to manage their own personal needs and choices of activities from a well resourced collection of quality toys and equipment that meet the wide age range of children being cared for.

Self-assessment is well documented and has influenced the evaluation of the childminder's current and future practice. For example, updating most of her policies in line with EYFS and awareness of needing to further develop her assessment systems for all of her minded children. She has responded well to recommendations raised at the last inspection having implemented a comprehensive emergency evacuation procedure that the children are familiar with as they describe their route of exit in the event of a fire. She has also developed her knowledge and understanding of further safeguarding children by attending a recent training course and revising her safeguarding policy. All required documentation, with the exception of complaints, reporting injuries and a written risk assessment of the kitchen have been updated for the safe and efficient management of the welfare and learning of children.

Children's continuing care and achievements are undertaken through sensitive observational assessments and daily correspondence with parents. The effective working partnerships with parents and developing partnerships with other professionals are evident. An abundance of thank you cards and letters demonstrate the positive experience they receive whilst attending this setting. Children make their feelings known about the childminder in the form of drawings and letters. One letter includes the statement, "I think Jackie is the best childminder in the world because she asks us what we want to do and we do lots of different things with her".

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

This childminder recognises how play underpins all development and learning for young children. She verbalises how she incorporates this in her planning for indoor and outdoor activities which covers all six areas of learning. The children's achievements are recorded and begin at induction, where parents are encouraged to complete an 'early years passport'. This includes family backgrounds, likes and dislikes and base line assessment of the child's stage of development. Observations including photographic evidence are also recorded and added to the child's individual portfolio. However, these are not always clear in relation to how every child's progress is measured against the early learning goals.

All activities are child-led. Children bring out a box full of musical instruments which they share with the adults and their peers. They all sing the theme of 'Lazy Town' a children's television programme and participate with enthusiasm, including the baby who claps their hands and wiggles to the rhythm of the music. Children discuss the childminder's 'wish list of things we want to do today'. They have made suggestions of activities they would like to do throughout the holidays. These include badge and pizza making and trips to local nature walk; Pennington Flash. They are especially thrilled and excited to be going on an evening trip with their

childminder to observe 'bats and moths'. A very detailed discussion evolves from this in relation to things that grow. For example, the life cycle of insects and growing sunflowers from seed. Good problem solving skills are demonstrated and feelings of sadness are addressed as they reflect on the death of their frog spawn. They ask questions to analyse with the childminder how and why the spawn did not grow into frogs.

Children have a very comprehensive understanding of keeping themselves healthy and safe. Without prompting they reach for tissues to wipe their noses, collect toiletry bags and individual hands towels to wash hands before snack and clean their teeth after lunch. They are very interested in global issues such as 'swine flu' and their roles in preventing the spread of this under the guidance and good role modelling of the childminder. Children talk about their enjoyment of the outdoors and reflect on the hard work involved in making a home for mini beast from a cement tray. They particular enjoy their physical activity at the local park, commenting that using the swings, running and jumping to build strong muscles like "Sportacus", a character from a children's television programme.

Children delight in explaining how they cannot wait for the 'cultural festival' in town, later in the holidays where they will be able to "try unusual foods from around the world and look at where other people come from" as they help each other put toy pieces together and provide babies with alternative toys to distract them from crying as the childminder prepares their bottle at snack time. Effective relationships between the children and the childminder are evident. They are very well behaved and respond well to praise and encouragement. They are caring to each other and enjoy close contact with the childminder. Little ones climb onto the childminder's knee and snuggle down for a sleep after their bottle while others demonstrate their imagination during an activity with small world characters and accessories that provoke discussion on diversity and difference and share their views on wearing glasses and topics such as bullying.

## 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?	1
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](http://www.ofsted.gov.uk)

## **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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