

Inspection report for early years provision

Unique reference number	EY274446
Inspection date	18/08/2009
Inspector	Wendy Fitton
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 registered in 2003. She lives with her husband and two daughters in a terraced house which is situated in the Elton area of Bury in Lancashire.

The whole of the ground floor are used for childminding purposes and includes a front lounge, dining room, kitchen and rear yard. The bathroom is situated on the first floor and there is no access to any bedrooms. The family has a pet dog.

The childminder is registered for a maximum of six children on the Early Years Register and compulsory part of the Childcare Register. There are currently eight children on roll, of which four are in the early years age group. Children attend full and part-time places and before and after school places.

Overall effectiveness of the early years provision

Overall the provision is good. Children are safe and secure in the very welcoming and child-centred environment. This enables them to make progress in all areas of their learning and development; and ensures their welfare needs are promoted. Planning is good and provides an interesting and challenging environment where all children are fully included and they are recognised as unique individuals. There are good partnerships with parents and other professionals to support children's needs. Steps are taken to evaluate the provision and identify key strengths and weaknesses to promote development and maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- continue to develop the system of observation and assessment to link with the six areas of learning; and to identify children's future learning needs as they progress towards the early learning goals.

The leadership and management of the early years provision

The childminder organises her childminding to allow children to make choices about their play and she works effectively to provide good care and education for children. She has two dedicated playrooms and an outdoor facility. She has responded positively to the recommendations raised at the last inspection and this has impacted on children's all round safety and well-being. The childminder is committed to training and has completed all the required training and various workshops for the promotion of the Early Years Foundation Stage. She is enrolled on a course for self-evaluation and is commencing her Level 3 for home child caring.

The childminder has comprehensive policy documents and records which are

required for the safe and efficient management of the provision. Children are really well protected and safeguarded owing to the childminder's knowledge and understanding of child protection procedures, health and safety procedures and the steps taken to promote children's good health and well-being. The attention to detail in relation to safety both within the setting and during outings is defined in the robust risk assessment and policies. Measures to encourage children to take responsibility for their own safety are done through the daily routine and education programme. For example, tidying up toys, road safety activities, holding on to the banister rail when going upstairs and learning how to evacuate the premises in the event of a fire.

Parents and carers receive comprehensive information about the setting which includes all organisational policies and procedures, information notices about activities and photographs of their children involved in their play. The childminder shares daily routine care information with parents through chatting to them when they collect their children and social events and outings are planned with parents. There are welcome posters, information boards and all legal documentation displayed so that parents can contact relevant agencies if necessary. The childminder is sensitive to varying needs of parents and aims to work flexibly with them.

The quality and standards of the early years provision

The childminder has a good knowledge of the learning and development requirements. She supports children's learning through well planned activities and experiences both home based and within the local community. She monitors all children in their learning and development and observes them during activities. Children enjoy their time at this comfortable, friendly and informal setting. They visit the park and socialise with other adults and children at the toddler groups, play gyms and nurseries. Children are settled and comfortable and familiar with the routines and rhythms of the day. Children can play, rest and eat comfortably in a homely environment according to their own needs and routines. The process of observing and the assessment of children is in progress, but there is focus on individual interests and needs. Observations are recorded and a photograph is taken of children during any specific activities. The childminder records what the children can do and is beginning to look at their future needs but it is not clear how they are linked to the six areas of learning and the progression of children towards the early learning goals. All children's artwork and drawings are stored in their files and there is a range of photographs for parents to see.

Children develop their social and independence skills as they play with other children at the toddler groups, they behave well and are fully aware of house rules and expected behavioural norms. They are encouraged to attend to their own personal needs and feed themselves, access water and follow good hygiene routines at the bathroom. Children develop their communication skills as the childminder chats to them and encourages their speech and language through books, stories, songs and rhymes. Children are learning key words in different community languages and they see lots of written text and letters on posters and in books. Children enjoy mark making with different mediums and use paints,

pencils and pens. They are encouraged to express themselves and make choices about what they want to do and their likes and dislikes. Children learn about their local community and the people around them. They visit the industrial museum and learn about how people used to live in the local town. They talk about the time and weather and check the outside temperature. They learn about different cultures and communities from the wider world, they relate to the poster about world flags and learn how to say hello in different languages. Children display sensitivity to differences and know to respect others. Children develop their physical skills as they walk daily to and from school and nursery, they are provided with healthy snacks and drinks and can sleep and relax at varying intervals to recharge their bodies. Children run, climb and balance at the park and play gyms, they develop their hand and eye coordination when they use bats, balls, racquets and fine motor toys. They play creatively and imaginatively during role-play with dolls and prams and act out everyday scenarios; they use scissors, glue, paints and collage materials to create their own models, pictures and art work. Children problem solve and find out how things work when they see the machinery at the industrial museum, they match and sort pictures and numbers and learn to tell the time. Children count during everyday routine activities, as they count cars, pieces of fruit and they see numbers around the environment in books, games and on posters.

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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