

Inspection report for early years provision

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Inspection date	22/01/2010
Inspector	Julie Firth
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1999. She lives with her husband and adult son in the Atherton area of Wigan. Children have access to the conservatory, kitchen and lounge on the ground floor. Toilet facilities are on the first floor. There is an enclosed rear garden for physical activity and outdoor play.

The childminder is registered to care for a maximum of six children at any one time. There are currently four children on roll, of whom two are in the early years age range. Children attend on a variety of placements. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children. The childminder takes and collects children from a local primary school. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Inclusion is generally well promoted and children enjoy the time they spend with the childminder in a safe environment. The childminder has a growing awareness of the Early Years Foundation Stage (EYFS) and children are making some progress. Activities provided are fun. However, planning, observation and assessments are in the early stages and not fully developed across all areas of children's learning. Also, some documentation indicates omissions. The childminder demonstrates a sound commitment to continuous improvement and is beginning to recognise areas for development to further enhance children's learning and development in her provision. She has positive relationships with parents and is beginning to set up links in the wider context to promote the care and education of the children.

What steps need to be taken to improve provision further?

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

- develop planning and assessment to ensure progress is clearly monitored around the six areas of learning
- ensure children are made aware of the emergency evacuation system in the event of a fire
- update the safeguarding policy to include procedures if an allegation is made against a family member.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of the children is fully safeguarded. She is aware of the signs and symptoms of abuse and the procedures to follow should

there be concerns about a child's welfare. However, procedures are not included if an allegation of abuse is made against a family member. Both indoor and outdoor risk assessments are in place to ensure that risks to children are minimised and children are well supervised. All documentation relating to the welfare of children is detailed and stored to ensure confidentiality.

The childminder promotes an inclusive service to children and parents. She works closely with parents and outside agencies to promote an inclusive and welcoming environment for children with special educational needs and/or disabilities. The organisation of resources in the environment encourages children's self-help skills. They are stored in low level cupboards and shelves, enabling the children to freely access toys. This helps them to initiate their own ideas and develop choice and independence. The childminder is beginning to use self-evaluation to monitor the provision. Future plans are indicated and she is eager to develop the EYFS planning and assessment systems.

Parents show great satisfaction for the care their children receive. The childminder communicates with them daily and is beginning to involve them in their children's learning, asking them to view the observations of activities their children are taking part in. She has established links with the school staff who are responsible for delivering the EYFS to the children that attend.

The quality and standards of the early years provision and outcomes for children

Children clearly enjoy the time they spend with the childminder and receive lots of hugs and cuddles. She is a very good role model to the children. She is beginning to plan around children's individual interests. However, planning is in the early stages and does not cover all six areas of learning in depth. Observations are linked to children's next steps of learning and short term planning. However, assessments are in the early stages and do not clearly identify children's progress across all six areas of learning. The day is well organised to provide children with a good balance of rest, learning and play. The childminder knows the children well and makes good use of questioning to encourage them to become independent thinkers.

Children's differences are recognised. They celebrate some festivals and learn about other countries, giving them an awareness of diversity. They are encouraged to make friends and play well alongside their peers. Communication and language skills are developing as they listen during story time and have access to writing materials in the home. Mathematical concepts are promoted throughout daily routines. For example, they count in familiar songs and they talk about shapes.

Thought is given to developing children's knowledge and understanding of the world. Children have access to a variety of programmable toys and go to the park and feed the ducks. They enjoy a trip to Bolton Museum. They have some opportunities to engage in meaningful role play and a varied range of creative opportunities. For example, children enjoy dressing up and participate in arts and crafts and baking cakes. They enjoy mixing flour and water and use paints to

create a leaf print. Children thoroughly enjoy the time they spend outdoors, running around in the fresh air and using their physical skills on the large range of toys and equipment available. They enjoy dancing to music and using the instruments available to them. This results in children recognising that exercise is very much part of a healthy lifestyle.

Children's good health is very well promoted. The premises, toys and equipment are kept very clean. A well detailed cleaning rota prevents germs around the home. Regular discussions take place about the importance of washing hands with soap to get rid of germs, which helps to develop children's awareness of the concepts of effective hygiene routines. Children enjoy very healthy meals and snacks and meal times are social occasions where children practise good table manners. They have access to drinks at all times. From an early age, children learn the importance of sharing and taking turns and the frequent use of praise helps children feel good about themselves. Children are encouraged to keep themselves safe. They are reminded to be careful when playing in the garden and are made aware of road safety and the importance of not talking to strangers. There is a fire evacuation plan in place. However, children do not practise the fire drill with the childminder, reducing their awareness of what to do in the event of a fire.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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