

Inspection report for early years provision

Unique reference number	EY385747
Inspection date	02/12/2010
Inspector	Vickie Halliwell

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.

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Description of the childminding

The childminder was registered in 2008. She lives with her husband and three children aged nine, six and three years, in the Billinge area of Wigan. The premises are within easy reach of public transport, shops, parks, schools and community resources. The whole of the ground floor is used for childminding and toilet facilities are located on the first floor. There is a fully enclosed outdoor play area.

The childminder is registered to care for a maximum of four children under eight years at any one time, of these no more than two may be in the early years age range. She is currently minding five children in this age group, all attend on a part-time basis. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children over five years. Children are taken to and collected from local schools. The childminder is supported by the local authority and also a member of the National Childminding Association. The childminder is available to provide care each weekday, on a full-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All aspects of children's welfare, learning and development are effectively promoted by the childminder. Children are warmly welcomed into a stimulating, child-centred environment and enjoy secure attachments with the childminder who meets their individual needs very well. Individual planning and an excellent range of developmentally appropriate activities help children make good progress towards the early learning goals. The childminder works closely with parents to ensure continuity in children's care and learning, although partnerships with some other settings are less well developed. The childminder's capacity to maintain continuous improvement is strong, clear systems are in place to evaluate the effectiveness of the provision and secure further improvements.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare) 31/12/2010

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

- develop records of children's learning and development to clearly show their

continued progress towards the early learning goals given their starting points

- liaise further with other providers also delivering the Early Years Foundation Stage to children within the setting, to ensure continuity in children's learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded, because the childminder has a secure knowledge and understanding of child protection issues and procedures. The childminder has devised a detailed safeguarding policy which is routinely reviewed to ensure it is consistent with her Local Safeguarding Children Board procedures. Attention to children's safety both within the childminder's home and whilst on outings is good. Routine risk assessments are completed and records are maintained to indicate a daily inspection has taken place. Appropriate action is taken to minimise risks, consequently children move freely and play safely with the childminder's home. The childminder uses space and resources appropriately to meet the needs of the children in her care.

The childminder's commitment to driving and securing improvement is good. Since registration she has attended a broad range of relevant training courses and subsequently reviewed her own practices to improve the quality of her service. For example, improving observations and establishing a system to track children's progress in each area of learning. Self-evaluation is effective and the childminder reflects on all aspects of her provision. Attention to written records is generally good, with the exception of some records relating to medication, all records are satisfactorily maintained and ensure the safe and effective management of the setting. However, records relating to the administration of medication do not always include specific parental consent, although a general consent has been obtained; this is a breach of a specific legal requirement.

The childminder provides an inclusive service; she is a positive role model who helps children develop a positive and caring attitude towards others. Consequently, children are learning to value and respect differences. Play materials, books and posters that reflect positive images of culture, race and disability are routinely available and encourage children to appreciate diversity as they play. The childminder works very closely with parents and they are well informed about all aspects of her provision. A comprehensive range of policies are provided and parents are routinely advised of any revisions when documents are reviewed. On a daily basis, information is shared verbally and via a daily diary, which includes details of children's achievements and encourages parents to add their own comments. Such strong partnership working helps ensure continuity in children care and learning. However, partnerships with schools are less well developed, which impacts on the childminder's ability to complement children's time in reception class when planning for their learning within her own setting.

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

Children thrive in a safe, secure and nurturing environment. They have strong attachments with the childminder, who values each child and makes them feel special. Consequently, children are happy and demonstrate a very strong sense of belonging. Children's care needs are very effectively met by the childminder who routinely encourages children to develop healthy eating habits and implements very good hygiene practices, to help promote their good health. Children are learning about the importance of physical activity and how this contributes to a healthy lifestyle. They routinely enjoy the walk to and from school and have regular opportunities to be physically active, both outdoors and at indoor play sessions.

Children benefit from a very well resourced learning environment. The childminder has created a visually stimulating playroom for children to explore, child-sized tables and chairs facilitate a wide range of craft and creative activities, such as, collage, painting or play dough. Children become absorbed in their child-led art work, accessing resources, such as, glitter and sequins independently to complete their sparkly picture. Children move freely around the childminder home, making meaningful choices about where they play and how they spend their time. They enjoy a good balance of adult-led and child-initiated play and good consideration is given to planning activities outdoors. For example, country walks or visits to the local nature reserve to learn about the changing seasons.

The childminder makes the most of the time children are in her care, carefully considering their part-time attendance, when finding group activities. Consequently, children benefit from good quality experiences, such as, music, dance and singing sessions. Children are developing key skills for the future. The childminder effectively promotes children's communication, language and literacy skills, naturally extending children's vocabulary and asking questions which encourage an ongoing dialogue. Children enjoy books and are learning that print carries meaning, for example, young children are encouraged to make a 'shopping list' before a trip to the shops. Children enjoy making a range of marks randomly naming letters as they make their 'list'. Children are learning to count and routinely use number in everyday situations, they enjoy solving simple problems, such as, shape and colour matching.

Children's personal, social and emotional development is very well fostered; as a result children display high levels of self-esteem and are active and inquisitive learners. Children are learning the importance of socially acceptable behaviour and are developing their awareness of others, as they learn to take turns and share. The childminder has a good knowledge of the six areas of learning and understands that children learn best through direct experiences. The childminder knows the children in her care well and takes account of their interests when planning activities. Meaningful observations, which clearly identify children's capabilities are routinely completed and effectively inform plans for children's future learning. As a result, children are making good progress in their learning and development, although details of children's starting points are not recorded.

Observations and plans are clearly linked to the six areas of learning, consequently children benefit from a broad and balanced range of activities. The childminder has recently introduced a system to monitor children's progress towards the early learning goals in each area of learning, but this is not yet fully developed.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met