

Inspection report for early years provision

Unique reference number	EY411486
Inspection date	17/12/2010
Inspector	Angela Rowley
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 lives with her parents and her brother in Lowton, which is in the borough of Wigan, Greater Manchester. The whole of the ground floor of the childminder's home is used for childminding purposes and includes a designated playroom, lounge and dining room. Access to the first floor is provided for bathroom facilities and there is an enclosed garden for outside play. The childminder lives close to schools, shops and public transport links.

The childminder is registered to provide care for a maximum of six children under eight years. She childminds alongside her mother who is also a registered childminder. When working together they may care for a maximum of 12 children under eight years in line with their conditions of registration. The childminder currently has eight children on roll in total, all of whom are in full time education. Two of these are within the early years age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to the local Children's Centre. She holds an early years qualification to Level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder operates a well-organised provision which meets requirements and effectively promotes children's care and learning. Children make good progress as the childminder provides a broad range of interesting play opportunities and well-planned experiences in a stimulating environment. She knows each child very well and works closely with parents and the local school to meet every child's individual needs and learning priorities. The childminder is committed to continual development. She has a clear understanding of most of her strengths and weaknesses and has appropriate plans for the future. These will further develop the quality of the provision for children.

What steps need to be taken to improve provision further?

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

- develop a systematic use of observations and assessments of individual children's achievements and interests and use the identified learning priorities to plan relevant learning experiences for each child in the setting
- plan and resource challenging outside play provision that allows children to practise new and existing skills in all areas of learning
- use the Ofsted self-evaluation form and quality improvement processes as the basis for on-going internal review, assessing what the setting does against robust and challenging criteria and prioritising areas for development

that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Effective arrangements for safeguarding children's welfare are in place. The childminder has attended local safeguarding training and clearly understands issues in relation to child protection. She has produced a range of associated policies and procedures which are aligned with those of the Local Safeguarding Children Board. These include lost and missing child procedures. The childminder gives priority to ensuring children's safety. She conducts clear risk assessments of the premises so children can play safely in her home. She also conducts risk assessments of outings and provides parents with details of the vehicles used. Children's health and well-being is positively promoted. Clear procedures regarding accidents and medication are in place and relevant documentation kept. The childminder ensures children's health is protected. She implements secure procedures to prevent the spread of infection and provides activities and routines which promote healthy and safe lifestyles.

The childminder provides a welcoming service that is responsive to individual needs. She helps children understand the world they live in by providing some attractive posters, toys and equipment which promote positive images of diversity. She makes the most of community links to provide better outcomes for children. For example, she links with other childminders, the local school and makes use of the children's centre. Space within the home is used very effectively. The designated playroom provides a wide range of play opportunities and resources which children are able to access independently. All areas of learning are promoted in play materials, although there are fewer opportunities for children to learn outdoors.

The childminder has developed secure relationships with parents, which helps children develop a clear sense of security within the setting. Good communication systems and documentation ensures children's needs are met and parents are well informed of how the setting operates. Parents have access to children's development records so they know about how their child is progressing. In addition the childminder shares information with them about activities undertaken. Parents report that they value the strong, forward-thinking communication, including texts and photographs which keep them up to date with news about their child. The childminder has a strong understanding of the benefits of partnership working to promote continuity of learning for children. She is liaising closely with teaching staff to provide for the learning priorities of children who also attend school.

The childminder has worked hard to establish clear systems that help her provide a well organised childminding service that meets every child's needs. She has a clear understanding of what she needs to do to continually improve her provision. For example, she is continuing to access training and is currently undertaking her early years foundation degree. She is also working with others in order to monitor her provision and to deliver the Early Years Foundation Stage Framework successfully.

However, the childminder's systems for monitoring her provision are narrow, which means she overlooks occasional opportunities to develop the provision even further.

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

Outcomes for children are good. Children have a clear sense of belonging in the childminder's home and are valued as individuals. The childminder's secure knowledge of how to promote learning through play helps them make good progress and enjoy their time with her. She knows each child very well as she records her observations of what they can do and has a clear understanding of how to use the relevant guidance to assess what progress they are making. This ensures she has a clear focus for promoting individual children's learning priorities in play. The childminder plans and provides a varied range of activities and experiences which provides continually for most areas of learning. However, she does not always plan using identified learning priorities as she has not yet developed a method of using next steps identified from other sources alongside her own in a coherent way. This means on a small number occasions the childminder misses opportunities to help children progress even further.

Children develop skills for the future securely. They operate independently in the child-centred home. They self-select resources and are able to follow through their own creative thinking, thus becoming independent learners. For example, children independently access small world toys engaging in strong pretend play with clear monologue. They use electronic toys as an integral part of their play. For example, when taking dolls for a walk in play prams, they decide to take them to the pretend shop; they access the toy electronic cash register and push the buttons to open the coin drawer. Children also play with programmable toys and enjoy attempting to make the 'bee-bot' travel around the floor. They are confident communicators because the childminder plays with them and speaks with them continually. She asks questions which make them think. 'What colour cup would you like?' she asks. Then, to reinforce their understanding she asks children to point to the named colour.

Children have many opportunities to learn about and to adopt healthy and safe lifestyles. Children independently access their own pump bags filled with equipment needed for hygiene routines. They are keen to wash hands in the bathroom, knowing that the pump soap will play a tune when pressed. They are very well nourished and look forward to fruit for snack time. Mealtimes are treated as a positive occasion of social sharing and children use their manners impeccably as they dine together with the childminder. They eagerly eat up their pasta lunch as they are keen to see the picture emerging at the bottom of their dish. 'Will it be Santa or will it be Rudolf?' they ask. Children recall their experiences in summer when they watered the tomato plants and picked them when they were ready. They enjoy fresh air and exercise each day and have some daily play opportunities in the garden, although the outside area is not always challenging or used to extend children's continuous learning opportunities. Children learn about staying safe as they routinely use safety equipment and practice fire drills so they know

what to do in a home emergency. Through secure routines they know, for example, that they must always walk on the inner-side of the pavement and not near the road. Children have a clear sense of safety in the childminder's care. They have formed secure attachments to the adults in the setting and they give and receive affection willingly.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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