

## Inspection report for early years provision

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<b>Unique reference number</b>	EY308983
<b>Inspection date</b>	14/12/2010
<b>Inspector</b>	Vickie Halliwell

<b>Type of setting</b>	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 2005. She lives with her husband and children aged 12 and eight years, in Wigan. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor is used for childminding. There is a fully enclosed outdoor play area. The home is easily accessed and toilet facilities are located on the ground floor.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these no more than three 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 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 is 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.

Children thrive in a safe, secure and child-centred environment. All aspects of their welfare are effectively promoted and children's individual needs are exceptionally well met. The childminder works very effectively with parents to ensure continuity of care. Children enjoy their learning, personalised planning is based on observations of what children can do and high levels of support help children make good progress, in all aspects of their learning and development. The childminder continuously evaluates the effectiveness of her provision and is fully committed to further developing her existing good practice.

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

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 in each area of learning, given their starting points.

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

Children are effectively safeguarded, because the childminder has a secure knowledge of child protection issues and procedures. Relevant training is routinely renewed and all written policies and documentation are reviewed, to ensure they are consistent with government guidance and Local Safeguarding Children Board procedures. In addition, all adults within the home have undergone checks to

ensure their suitability, which further safeguards children. Attention to children's safety within the childminder's home and whilst on outings is excellent. Rigorous, well-documented risk assessments are routinely completed and appropriate action is taken to minimise or eliminate all identified risk. Consequently, children play safely throughout the childminder's home. Excellent practices are implemented to keep children safe on outings, for example children wear high visibility waistcoats so they can be easily seen by the childminder whilst their play. The childminder uses space and resources very effectively to meet the needs of the children in her care. High quality furnishing and equipment are evident throughout, consequently children benefit from a wonderfully resourced and well presented learning environment. Additional child-centred play space is also available in the childminder's conservatory and a designated covered outdoor area provides continuous opportunity for outdoor play.

The childminder is a very experienced childcare practitioner. She is committed to her professional development and is continuously improving the high quality service she offers to young children and their parents. Since her last inspection she has completed a wealth of relevant training courses, including a Level 4 qualification in Early Years Practice. Systems to evaluate the effectiveness of her provision are excellent. Following training the childminder reviews her current practices and implements changes to further improve the quality of her provision. For example, introducing a tracker system to monitor how well children are progressing towards each of the early learning goals. The childminder is very well organised, all written documentation is well presented and confidentially stored. Secure systems are in place to ensure records, policies and procedures are reviewed annually and parents are promptly advised of any changes.

The childminder provides an inclusive service. All children and their families are enthusiastically welcomed into her home. The childminder is a positive role model, who encourages children to develop a positive and caring attitude towards others. Children have many opportunities to appreciate and learn about the culture and beliefs of others through planned activities. They also benefit from continuous access to play materials and resources, which reflect positive images of gender, culture and disability. Partnerships with parents are very strong and parents are delighted with the service they receive. Information in relation to children's care needs, achievements and progress is routinely exchanged. As a result, children benefit from consistent care and parents are encouraged to support their child's learning at home. The childminder is currently developing a notice area to provide further information for parents about the Early Years Foundation Stage. The childminder is aware of the benefits of working in partnerships with others. She has developed strong links with her local Children's Centre, the local authority and other childminders, through her role as a lead childminder. The childminder is developing partnerships with other settings who deliver the Early Years Foundation Stage to children in her care. As a result, she is able to ensure continuity in children's learning as they move between nursery and the childminder's setting. However, partnerships with some settings, particularly receptions classes are less well developed.

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

Children are active and inquisitive learners who thrive in a stimulating and supportive learning environment. A rich and varied range of activities are continuously available, for example, clay, paints, role play resources, small world toys, construction and puzzles. In addition, an exceptionally well-equipped resource trolley contains an abundance of craft and mark-making materials and is freely accessed by the children throughout the day. Children make meaningful choices about how they spend their time, confidently accessing their own resources to extend or develop their play. Excellent consideration is given to the provision of outdoor play. The childminder has created an inviting outdoor play area, which includes; sand, water, opportunities for role play as well as a range of equipment to develop children's physical skills and co-ordination.

Children are rapidly developing key skills for the future; they are continuously learning about every day technology, older pre-school children independently access the childminder computer and show increasing skill and control as they operate the mouse. Younger children are introduced to simple games by the childminder and are learning that they can 'click and drag' with the 'mouse' to decorate the Christmas tree on the computer screen. Children enjoy books and are learning that print carries meaning, the childminder has created a print rich environment using pictures and words and children benefit from an excellent range of well presented books. They enjoy stories and spontaneously sing songs with the childminder as they play. For example, when one child introduces the plastic animals to the clay, she initially makes patterns with the horses hooves, then with the support of the childminder sings 'Horsey Horsey'. The childminder supports children's learning exceptionally well, continuously extending children's vocabulary and asking questions to make children think. For example, as the song continues she asks, 'does the horse have wheels?' Children have many opportunities to learn or practise their existing number skills. All children spontaneously use number and count whilst they as they play, young children use number randomly as they line up objects, older children count with increasing accuracy. Children are learning to solve simple problems in meaningful situations, for example, a young child is building a fence around the animals and learns it is better to lie the blocks flat so they do not fall over. The childminder presents further challenge, asking how the animals are going to get in and out, so the child adds a gate.

The childminder has a good knowledge of the learning and development requirements and meaningful observations are routinely completed. The childminder has a sound knowledge of children's current capabilities; she understands how children learn best and continuously helps children make progress. However, records of children's learning do not include details of children's starting points; as a result it is difficult to fully identify the progress children are making. 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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