

Inspection report for early years provision

Unique reference number	322669
Inspection date	19/01/2011
Inspector	Lisa Patterson
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 2000. She lives with her husband and three children aged 19, 16 and 12 years in a residential area of Wigan. Minded children have access to the whole of the ground floor and there is a fully enclosed garden for outside play. Family pets include two cats.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and holds a level 3 qualification in Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a well developed understanding of the individual needs of each of her minded children. She uses information from parents, and observations and assessments in the setting to good effect in order to plan individual learning opportunities. As a result, children make good progress towards the early learning goals. Partnerships with other settings are less well developed. Children are secure and their safety is prioritised. The childminder monitors her setting informally and has worked hard in identifying areas for improvement using the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- improve systems for monitoring the setting through, for example, using the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review
- ensure continuity and coherence in children's learning by sharing relevant information with other settings providing the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of the indicators of abuse and the procedure to follow should she have a concern. This is supported by well organised written policies which are shared with parents. Risk assessments are in place for both the home and outings, and daily checks are carried out and recorded. All required documentation is implemented effectively and stored with confidentiality

in mind.

The childminder is committed to continual development. She has fully embraced the Early Years Foundation Stage framework and has made changes to methods used for planning for individual children. All recommendations from the last inspection have been addressed and she is keen to attend further training to develop her skills further. She has not fully completed any formal self-evaluation, therefore monitoring systems do not clearly specify areas for development.

Resources are well organised to allow ease of access to the children. Boxes of toys are brought out and rotated to maintain interest and children self-select from those on offer. Older children choose from the shelves and bring these into the play area. Photographic montages are displayed on the doors of the main play area showing positive images of diversity. This also gives children opportunities to see print in the environment. The childminder shares her time with the children very well, giving each of them time for individual attention and also group activities. This means their individual needs are met.

Parents enjoy good relationships with the childminder. They receive detailed initial information about the childcare and ongoing verbal and written liaisons keep them fully informed about their child. This means individual needs are well understood and catered for. Parents comment that their children are in the safest hands they could be and that she always goes above and beyond. Links with other settings providing the Early Years Foundation Stage have not been developed. This means that continuity of care is not fully supported.

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

Children thrive in the calm environment. There is an atmosphere of mutual respect in which all are valued as individuals. Interactions from the childminder ensure the children are settled and secure. Their safety is prioritised and they learn to keep themselves safe through reminders from the childminder. They are aware of the boundaries, for example, waiting at the kitchen door till the childminder comes back into the room. Parents provide meals and the childminder provides a social atmosphere at mealtimes with all eating together. Hygiene standards are good and even young children learn about the importance of good hygienic practices through washing their hands before meals. They enjoy lots of fresh air and exercise both in the setting and when out and about.

Children are very well behaved. They learn to share and look after each other through gentle reminders from the childminder. Their independence is encouraged by the childminder. For example, children who want to fasten their own zips are encouraged to have a go. The children chatter and mimic the childminder, learning new words all the time. They love to share books together and have plenty of opportunities to make marks. The childminder uses the outdoor environment for word, number and shape recognition. They enjoy solving problems through building and knocking down towers and putting together jigsaws.

Children learn about the world through planned activities about different cultures and through a good selection of resources portraying positive images of diversity. They grow their own vegetables and learn to look after their sunflowers. Children lift flaps and learn to press buttons to find animals, through which they learn about cause and effect. They are physically active on a daily basis, dancing, climbing, walking and running, which form the basis of a healthy lifestyle. Children love to sing songs and rhymes and enjoy painting and creating with a range of collage materials.

The childminder makes good use of the Early Years Foundation Stage to track individual children's progress towards the early learning goals and plan developmentally appropriate activities. Planning information is regularly shared with parents to provide continuity between home and the setting.

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