

Inspection report for early years provision

Unique reference number	EY277893
Inspection date	09/02/2011
Inspector	Lynne Pope

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 2004. She lives with her partner and two children aged 10 and 14 years in the Hindley Green area of Wigan. The whole of the ground floor, the bathroom and two bedrooms on the first floor of the childminder's home are used for childminding and there is a garden for outside play. The family has a dog and a budgie.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years. Currently there three children that attend in this age group. The childminder cares for children Monday to Friday from 8am to 5.30pm for 47 weeks of the year. She escorts children to and from the local school and nursery. She attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective partnerships between the childminder, parents and other provisions that children attend as part of the Early Years Foundation Stage ensure children's unique needs are met. The childminder provides a wide variety of activities to promote all areas of learning. Children are safeguarded and their general welfare is enhanced through the effective practice that she delivers. She has an accurate understanding of the strengths and weaknesses of her provision and has plans in place to develop the service further.

What steps need to be taken to improve provision further?

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

- ask parents for their views on the care and education she provides as part of the culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The childminder has clear policies, strategies and procedures to ensure the safeguarding and welfare of children. This is reflected in her understanding of the procedures she would follow should she have a safeguarding concern. Parents are well informed of the childminder's procedures and she provides them with a copy of her written policies. Comprehensive written risk assessments have been carried out which ensures that children are cared for in a very safe environment. Records

are maintained for the safe and efficient management of the setting, for example, on children's attendance and any accidents they may have. The home is made welcoming and organised so that it is reassuring and comfortable for children. There is a wide range of play equipment which is well organised to allow the children a positive choice of resources.

The childminder reflects on her practice and has a commitment to continuous professional development. She uses the Ofsted self-evaluation form to appraise her service. Parents are made aware that they can discuss any concerns with her. However, she has not involved them in the self-evaluation process to gain their views of the provision. She has undertaken a well-planned programme of learning which has included attendance at courses for health and safety, safeguarding children and cultural awareness. She is currently studying a foundation degree in early years. The recommendation raised at the previous inspection has been implemented. Relevant consent is in place for each child so that the childminder can seek emergency medical treatment or advice, and a record is available to record any complaints that are raised.

The childminder demonstrates a genuine commitment to inclusion. She works closely with parents from the start to ensure that she is aware of and able to support children's individual needs. Settling-in visits are offered for new children so that the childminder can find out about their individual needs so that a smooth transition can be made from home to her care. She completes a written account of each child's day which is sent home for the parent to read and they are encouraged to write their own comments. Their child's record of development is available for them to look at, at any time. This all helps parents to continue their child's learning at home. Parents left feedback for the inspection stating that they are very positive about the standard of care and learning that their child receives. A close relationship is in place with the nursery that children attend. Learning and development information is shared between the two settings which helps to provide continuity of learning and development for every child.

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

Children's learning and development is supported very effectively which leads to them making good progress. The childminder has a very good understanding of child development and the Early Years Foundation Stage, which is implemented well into her everyday practice. Children thoroughly enjoy the time they spend with the childminder and thrive in the stimulating and caring environment. The childminder is skilled at promoting positive attitudes to learning, ensuring that every child is suitably challenged by the learning experiences provided. She plans and records activities and outings for each week and evaluates them at the end of the day. She carries out regular observations of children's progress and records them in a development journal. This clearly tracks children's development and details what the next step will be for the child.

Children are happy and have settled really well into the environment. They show a sense of trust in the childminder and have developed positive relationships with

other children. They begin to show their preferences for activities as they choose from the resources. Their language skills develop really well as they take part in singing familiar songs and rhymes. Early numeracy is promoted as they manage to fit the wooden jigsaw pieces into the slots. They talk about shapes such as squares and triangles, as they use the cutters for the play dough. They are very excited at having the musical instruments out and respond to the rhythm of the music on the compact disc player as they shake the instruments and move their bodies in time to the music. Regular outings are taken into the local environment. For example, they visit the park where they can see the ducks, visit local play sessions and the library. There is a sound range of resources that are representative of diversity, such as play figures that represent disability and culture, books and dressing up clothes. Festivals are celebrated with appropriate activities such as baking and the childminder makes good use of cookery books based on Chinese, Jewish, Hindu and Christian recipes and stories. All these help children to learn about the world in which they live and how to mix with other children, make friends and develop respect for other.

Children's well-being is enhanced. They know what is expected of them through the clear boundaries that are set for them by the childminder. They respond well to simple requests, such as tidying up the toys before they get something else out. The childminder has an understanding of the importance of providing a healthy and balanced diet based on children's individual requirements. Fruit is provided for children's snacks and the homemade hotpot at lunch time is enjoyed by all. Though no children currently attend with special educational needs and/or disabilities, the childminder demonstrates an understanding of how she would help them to learn and develop to their full ability. Necessary steps are taken to prevent the spread of infection. The written sickness policy is shared with parents. Routines are followed when children use the bathroom so that they begin to understand that they must wash their hands before meals and after using the toilet. Organisation of the home enables children to take safe risks as they become mobile and they learn to stay safe through the childminder's guidance.

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

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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