

Inspection report for early years provision

Unique reference number	322851
Inspection date	18/01/2011
Inspector	Lynne Naylor
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 1999. She lives with her husband and three adult children in Standish, Wigan. Most of the ground floor of the childminder's house is used for childminding. The rear garden is available for outdoor play. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds an appropriate early years qualification at Level 3. She walks to toddler groups and local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder, parents and providers of other settings that children attend form sound partnerships. They exchange sufficient information to enable each child's unique needs to be met. The childminder provides a learning environment that is suitably organised to be inclusive, accessible and safe. Children make sound progress in their learning and development. Monitoring systems are not strong enough to identify that some written policies and procedures contain out-of-date references or that a statutory requirement relating to record keeping is not fully met. However, some suitable self-evaluation systems are available and partly implemented, which demonstrate the childminder's sound capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the record of the risk assessment so that it identifies aspects of the environment that need to be checked on a regular basis, when and by whom they have been checked and include any assessments of risks for outings (Suitable premises, environment and equipment).

01/02/2011

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

- review and update, where required, all written information shared with parents, including the complaints procedure, to reflect the Statutory Framework for the Early Years Foundation Stage

- develop the self-evaluation process to assess what the setting offers against the general and specific requirements of the Early Years Foundation Stage and further engage parents in the process.
- strengthen the links between observations, assessments and information from parents when planning the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibility to safeguard children. She is suitably trained in child protection and has appropriate procedures to follow should she have any concerns. The written risk assessment record does not show how all the hazards have been minimised, particularly outdoors. This is a breach of a specific legal requirement. Nor does each type of outing have its own assessment. However, in practice, the childminder takes appropriate steps to keep children safe.

The living room is set up each day with a range of toys of suitable challenge for the children present. Toys are of good quality and rotated to provide children with access to a variety over time. The childminder has a good knowledge of the Early Years Foundation Stage learning and development requirements. This is clearly evident in the children's learning journey records which contain some accurate references to the areas of learning. The childminder understands the benefits of working in partnership with parents and providers of other settings involved with individual children. They exchange some useful information that supports children's wellbeing but is not fully utilised to ensure progression and continuity of their learning.

Opportunities for parents to contribute to planning and assessments and to the setting's self-evaluation are not fully implemented. Although not recently or regularly used, there are some simple questionnaires available to seek the views of parents and older children. Written policies and procedures which are available for parents to read contribute to the management of the setting. However, the monitoring of policies is not sufficient; they contain some out-of-date references to previous regulations, which is confusing to readers. The references do not reflect the requirements of the Early Years Foundation Stage. This is because the childminder's systems to assess what she offers are not yet based against robust criteria.

Overall, the childminder makes acceptable progress to develop her service. This is because she takes advantage of training opportunities and takes on board any new ideas that she comes across. The childminder addressed a recommendation made at the last inspection to develop the complaints procedure. Since then, however, the procedure and record-keeping system has not been updated to reflect the implementation of the Statutory Framework for the Early Years Foundation Stage. Since the last inspection the childminder has completed a recognised qualification in childcare and education. This has increased her knowledge of professional issues in a range of areas.

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

Children's care needs are well met in accordance with their own routine. Nappies are hygienically changed and children sleep with parental permission in prams. Children eat a warm lunch, such as fish fingers, potato and steamed vegetables. They help themselves to drinks when thirsty, as their cups are kept close to them. Children's understanding of safety, health and hygiene is promoted appropriately for their age through the childminder's verbal commentary during daily routines. Children wash their hands before eating and dry them on flannels discarded in a bucket after one use. This very hygienic practice effectively reduces the risk of cross-infection.

Young children's sense of security is fostered through a relaxed settling-in process with a number of pre-visits. The childminder uses this time to gather information from parents about each child's background and needs. She also gathers some information about the children's abilities before they start. She uses this information to assess their starting points. This enables her to provide suitable learning experiences. Some useful formal observation and assessment systems are partly implemented. For example, each child has a file with some photographs and some significant comments about their learning. However, children's sound progress in learning and development is not sufficiently monitored to know whether they are making as much progress as they can. When planning the next steps in children's learning, full use is not yet made of information from parents.

Toddlers demonstrate that they feel safe as they happily explore the toys around them. They behave well and are reassured by the childminder's attention and support. She is calm and caring in her approach to the children. She constantly gives them positive praise for their achievements through clapping and smiling. Toddlers freely explore and investigate what they see in the room. They play well on their own and involve others in their imaginative play. For example, a toddler hands toy vehicles to others and indicates for them to join in the play. The childminder plays alongside children, supporting them well as they choose where, and with what, they would like to play. For example, she encourages a young child's physical development as she rolls a ball backwards and forwards.

Children develop social and learning skills that equip them well for the future. They enjoy opportunities to develop early writing skills as they draw, paint and make marks with chalks and crayons. They develop good language skills as the childminder encourages them to communicate. The childminder repeats and reinforces new words used by toddlers. They sing and share books together. Some of the books reflect difference and diversity which help children learn about the wider world. Children socialise with other children on regular visits to a toddler group. They demonstrate an awareness of technology and how things work as they push buttons to activate toys and play with toy telephones and cameras.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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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