

Inspection report for early years provision

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Inspection date	29/03/2011
Inspector	ISP Inspection

Type of setting	Childminder
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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 2000. She lives with her partner and two adult children in the Hindley Green area of Wigan. The whole of the ground floor of the childminder's house, except for the bedroom, is used for childminding purposes. There is a rear garden for outside play. The family has five cats, a turtle and some fish.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for one child in the early years age range. 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 recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make good progress as they enjoy the stimulating and rewarding activities which cover all aspects of their learning and development. The childminder provides an inclusive environment where each child is valued and their individual needs are known and met. Most aspects of documentation meet requirements and children are successfully helped to feel safe and enjoy a healthy lifestyle. The childminder builds effective partnerships with parents and others to support children. Self-evaluation helps the childminder to monitor her practice as she constantly strives towards improving her service.

What steps need to be taken to improve provision further?

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

- request written parental permission for the seeking of any necessary emergency medical advice or treatment and obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 14/04/2011

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

- consistently show how children's individual next steps are to be planned for to offer sufficient challenge and maximise their learning, and link assessments to the elements of the framework to help track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her role in protecting children and knows the procedure to follow if she has a concern about a child in her care. She ensures all relevant checks for adults who have contact with the children within the home have been completed. Accurate records of accidents and medication administered to children are maintained and shared with parents. However, written consent from parents is not requested for the seeking of any emergency medical advice or treatment, and there is no information about who has legal contact with the child and who has parental responsibility for the child. These are requirements in regulations. The childminder completes risk assessments for her home and garden and for outings in the locality to ensure hazards to children are minimised.

The recommendations raised at the last inspection have been fully addressed to improve outcomes for children and increase their awareness of our diverse society. The childminder has completed a Level 3 qualification in childcare and has also attended many short training courses, such as safeguarding and food safety, in order to develop and refresh her knowledge and skills. Self-evaluation enables the childminder to monitor her service in order to highlight priorities for improvement. She correctly identifies some aspects, such as her assessments, that she would like to develop in order to ensure all children achieve to their full potential.

The childminder works closely with parents. A wealth of policies and discussions at each end of the day, together with diaries, contribute towards ensuring parents are well-informed about children's daily routines and activities. Parents are delighted with the care their children receive. They are continuously involved at all stages in their child's ongoing learning. Written comments praise the service the childminder provides. The childminder establishes close links with other settings who deliver the Early Years Foundation Stage to ensure she is able to complement children's care, learning and development.

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

The childminder has a broad knowledge of the Early Years Foundation Stage framework, enabling her to plan motivating activities which capture children's interest and appropriately challenge them. She observes the children during their play and records her findings in their individual learning files. Observations are linked to the areas of learning but the next steps are not consistently identified to enable her to target future planning and ensure that children are sufficiently challenged. The assessments are not linked to elements of the framework to help monitor children's progress towards the early learning goals.

Children appear settled, confident and relaxed in the childminder's care. They enjoy activities indoors and outdoors which the childminder adapts to meet their individual interests and developmental needs. Planning is flexible and allows

opportunities for the children to follow their natural interests. Children learn from practical experiences, such as, visiting the fruit and vegetable shop to help them create their own version with the childminder. Visits to the library help to promote children's appreciation of the written word. The childminder observes and listens attentively; she comments on their activity, actively encouraging conversation. Children count, match and sort in everyday activities they undertake; for example, the number and shape of a puzzle.

Resources are well organised and within easy reach so children can help themselves, initiate their own play and thereby develop confidence. This contributes towards their future life skills. Children enjoy spending time outdoors every day and are appropriately dressed. For example, they balance on the stepping stones at the nature reserve, manoeuvre the wheeled toys and enjoy pond dipping. Craft activities enable children to enjoy experimenting with different materials, such as, tissue, glue, paint and glitter. They make butterfly pictures on canvas boards using hand prints and pipe cleaners and make cards for Mother's Day. Our diverse society is celebrated and respected as children learn about different cultures. For example, children make lanterns for Diwali and enjoy a banquet to celebrate the Chinese New Year. They try eating with chopsticks and discuss the different style of writing. The children learn about growth and change as they plant sunflower seeds and enjoy caring for them.

Children enjoy a variety of healthy meals and snacks provided by the childminder, such as, roast dinners or pasta with homemade vegetable sauce. They learn about good hygiene practices as they understand why they must wash their hands before eating and after toileting to minimise the risks of spreading germs. Good role modelling by the childminder and gentle reminders help children to learn to share, take turns and show kindness to each other and respect the furniture and equipment. Children learn to keep themselves safe as part of road safety week activities and through practical skills, such as, practising the fire evacuation procedure.

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

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