

## Inspection report for early years provision

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<b>Unique reference number</b>	322609
<b>Inspection date</b>	08/03/2011
<b>Inspector</b>	Lynn Naylor

<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.

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 1998 and lives with her husband and two adult sons in the Winstanley area of Wigan. Most of the ground floor of the childminder's house is used for childminding. The toilet and bathroom are on the first floor. The rear garden is available for outdoor play.

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 four children attending who are within the Early Years Foundation Stage. The childminder also offers care to eight children aged over five years. She is registered on the Early Years Register and both parts of the Childcare Register. The childminder walks or drives to toddler groups and is able to take and collect children from local schools. The family have no pets.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder values children as individuals and exchanges sufficient information with parents to form a satisfactory partnership. There is little information about children's learning and development available. However, children play with a range of good quality resources that are developmentally appropriate and make sound progress in their learning and development. The childminder takes some effective action to develop her practice. However, her evaluations are not set against the statutory framework for the Early Years Foundation Stage. Consequently, some specific legal requirements are not met. The childminder knows what she needs to do in order to develop the service and demonstrates a sound capacity to make improvement.

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

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises, this must identify aspects of the environment that need to be checked on a regular basis and record when and by whom they have been checked (Suitable premises, environment & equipment) 08/03/2011
- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments and using these to plan relevant and motivating experiences for each child (Organisation). 08/03/2011

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

- develop a culture of reflective practice and self-evaluation to continually look for ways to improve the quality of the learning, development and care offered that will improve the quality of provision for all children
- ensure all records are maintained in a consistent manner, for example, the fire evacuation log.

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

The childminder is aware of her responsibility to safeguard children. She has undertaken training in child protection and has the Local Safeguarding Children Board procedures to follow should she have any concerns. The premises and equipment are maintained appropriately and visual checks are made before allowing children to access them. The childminder takes steps to minimise risks and helps children to keep themselves safe. However, the risk assessment record is not sufficient. It does not show how all the hazards have been minimised, which is a breach of a specific legal requirement. Record keeping systems are of mixed quality. Each type of outing has a written risk assessment and records relating to children's attendance and accidents are appropriately maintained. However, the records of evacuation drills are not consistently maintained. Regular evacuation drills are carried out but details of these have not been recorded for over a year. Children acquire an awareness of how to stay safe through prompting by the childminder. They discuss safety as they play and talk about crossing roads safely when on outings. Children undertake fire drills to ensure that they can evacuate the premises appropriately in an emergency. The childminder is able to deal appropriately with minor accidents as she has renewed her first aid certificate and has a first aid box in place.

The childminder has a set of short policies and procedures, which are shared with parents. They provide parents with a basic awareness of how the setting is managed. Required information is obtained from parents with regard to their child's requirements prior to them starting, and a contract is exchanged. The childminder uses this information to meet the unique care needs of each child. Children's individual records are appropriately stored and confidentiality is maintained. Children and parents are greeted warmly on arrival and share news which helps them feel valued and develop a sense of belonging. Parents gain information about their child's care and general activities via a verbal exchange as parents drop off and collect their child. The childminder writes the main events of the day on a mirror in the hall, such as an outing to the park.

The childminder communicates with providers of other settings that children attend and information is shared to support children's wellbeing. The childminder satisfactorily promotes the outcomes for children through a balance of daily routines, child initiated and adult-led activities. The conservatory contains a broad range of good quality toys and books and children are sufficiently occupied. There is a satisfactory range of positive images and resources to promote positive attitudes to differences in gender, ethnicity, culture and disability. Children begin

to learn about their own cultures and festivals and those of others. They enjoy craft activities, such as making cards at Christmas, eating pancakes on Shrove Tuesday and talking about the meaning of Lent. At toddler group, children have opportunities to join activities, such as tasting prawn toast and spring rolls and listening to Chinese music at Chinese New Year.

Since the last inspection, the childminder has attended several training workshops on the Early Years Foundation Stage. This has raised her awareness of planning, observation and recording systems, although she has not yet implemented a formal system. She regularly meets with other childminders to discuss practice issues and share ideas. She also accesses professional websites to update her knowledge of childcare related issues. The recommendations raised at the last inspection have been acted upon. The childminder takes some steps to develop her setting in areas of her choosing. However, she does not monitor the service she provides against the specific legal requirements of the Early Years Foundation Stage.

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

Children make sound progress in their learning because the childminder is aware of children's interests and broadly aware of their abilities. She understands the importance of purposeful play to help children prepare for life and supports their learning through encouragement, praise and role modelling. She provides activities that cover most areas of learning though this is incidental. She does not sufficiently refer to the Early Years Foundation Stage learning and development requirements to plan for children's continued progression. The childminder has a basic awareness of the Early Years Foundation Stage learning and development requirements. She has recently started to keep a simple record of each child's involvement in activities. However, children's progress in learning and development is not yet sufficiently monitored to know whether they are making as much progress as they could. Similarly, activities are not specifically planned to help children take the next steps in their learning. This is because assessment systems have not been fully implemented.

Children are active, inquisitive and show an interest in their surroundings. They are taken to different group activities in the local area. When not at a group activity, the childminder plays alongside children, supporting them as they choose where, and with what, they would like to play. Children develop their language and literacy skills as they chat with the childminder and through sharing books together. They enjoy opportunities to develop early writing skills as they draw, paint and make marks with chalks on the path outdoors. They count the stairs as they go to the bathroom. Children dress up and play imaginatively with dolls and prams. They learn about the wider world through reading books that reflect difference and diversity. Therefore, children develop sound skills for the future. Children effectively learn about their community as they regularly visit a number of places in the local area. They also socialise with other children at a weekly toddler group. Their personal and social skills develop well through the relationships they forge with children of a variety of ages.

Children's care needs are appropriately met and their physical development is actively promoted. They exercise outdoors, which is good for their health, as they play in the garden and go for walks in the local area. They exercise vigorously as they play in the ball pool and with the equipment at a soft play centre. They develop climbing and balancing skills at a local park. Their dietary needs are well met as they eat lunches provided by their parents. Children and the childminder sit and eat together, which makes mealtimes a pleasant social occasion. Children's understanding of health and hygiene is satisfactorily promoted through discussion and daily routines. They follow appropriate personal hygiene routines. For example, they wash their hands before eating and dry them on disposable paper towels. They help themselves to tissues and know to dispose of them hygienically in the bin after wiping their nose. Young children display a sense of security and belonging.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (also applies to the voluntary part of the Childcare Register). 08/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report. 08/03/2011