

Inspection report for early years provision

Unique reference number	EY417551
Inspection date	20/07/2011
Inspector	Wendy Dockerty
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 has been registered since 2010 and lives with her husband and three children, the eldest of whom is an adult. She is registered to provide care on the Early Years Register and both parts of the Childcare Register. Care is provided from her home in the Hindley Green area of Wigan. The home is close to shops, transport links and a school. Children have the use of a lounge, dining room, kitchen and toy area as well as a ground floor bathroom and one bedroom on the first floor. The ground floor of the home is accessible. There is a secure rear garden.

The childminder is currently registered to care for five children under eight years, of whom no more than three may be in the early years age range. There are currently nine children on roll who attend at different times. The childminder receives support from the local early years team. The childminder has completed a Level 3 National Vocational Qualification (NVQ) in Childcare, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a clear understanding of each child's welfare and development needs. Observation, assessment and planning systems are in place to ensure that each child's progress is supported through interesting and varied activities. Children's safety and well-being are given high priority. The satisfactory maintenance of policies and documents enables the childminder to provide an organised and efficient provision for children, however, there are some omissions in required records. Secure partnerships with parents, carers and other settings ensure that information regarding children's development is shared suitably. No formal method of self-evaluation has been implemented, although the childminder has identified areas for further development.

What steps need to be taken to improve provision further?

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

- ensure that the procedure to be followed in the event of a parent failing to collect a child at the appointed time is shared with parents and carers. 20/07/2011

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

- engage with parents and provide information to them for the complaints procedure (copies to be available on request).

The effectiveness of leadership and management of the early years provision

Children are protected from harm as the childminder has a secure understanding of safeguarding children and a detailed written policy is in place. Children's safety is a priority for the childminder and she ensures appropriate equipment and procedures are followed to maintain children's well-being. The childminder carries out thorough risk assessments of her home, garden and outings to ensure that they are suitable for children's use. Partnerships with parents and carers have been established and appropriate information is shared to allow children's individual needs to be catered for. Parents are provided with information regarding children's development, the activities and events they take part in. Some information is displayed within the childminder's home and parents are given copies of the childminder's written policies. However, there are some omissions in policies and procedures which are a requirement in regulations. No complaints procedure has been shared with parents, although the childminder has a suitable understanding of the procedure to follow, therefore the impact on children's welfare is minimal. In addition, there is no procedure to be followed should a child not be collected at the agreed time, which must be shared with parents and carers. The childminder has developed partnerships with other settings and agencies which are involved in the care of minded children and information regarding children's development and progress is shared.

The childminder provides an inclusive service where all children are treated with equal respect and have access to all resources and activities. Children's individual welfare needs and preferences are known and provided for. When young children and babies begin attending the childminder's home, she ensures information regarding individual preferences, likes and dislikes is obtained. This enables the childminder to support children to feel comfortable and relaxed, and they settle quickly into their new environment. The childminder has not completed a formal self-evaluation document, however, she is aware of the importance of reflecting on her own practice. She has recently completed her Level 3 National Vocational Qualification (NVQ) in relevant childcare studies and this has enabled her to identify areas for development and improve her provision for children. She regularly attends training courses and is committed to continuous improvement.

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

All children in the early years age group have a development file in which the childminder records observations of the children during their play. Photographs and written comments demonstrate the achievements of the children and the childminder identifies next steps in their learning. This information is then used to inform future planning. For example, activities linked to children's interests and curiosity are then planned and extended in order to support their learning. Children

are comfortable and relaxed in the care of the childminder. Babies and young children enjoy cuddles and direct interaction from the childminder as they play with interesting and age-appropriate toys. The childminder arranges resources to encourage children to develop their confidence and self-esteem as they are able to choose from the selection available. A separate storage area enables children to go with the childminder to choose what they wish to play with next.

Books are available for children to look at by themselves, and the childminder sits with them to share a favourite story. Children point to the pictures and talk about the characters, which supports their development in communication, language and literacy. In addition, children have access to crayons and paper and enjoy making marks by themselves. Babies enjoy listening to different sounds of the musical toys and explore various resources, trying to make them roll across the floor, and moving to something else if they cannot roll. Children develop their imagination as they act out everyday situations, such as, making lunch in the play kitchen and holding their baby dolls as they rock them to sleep. The childminder encourages all children to join in with a singing activity. As older children hold the baby dolls the childminder holds the younger children as they all join in with favourite well-known action songs.

During their time with the childminder, children also visit playgroups, go for walks in the local area and go on outings to places of interest. Children's skills in number, problem solving and calculating are supported in everyday activities and through the use of counting games and puzzles. Young children are encouraged to use information, communication and technology equipment in their play. Young children learn how to use the digital camera to take photographs and use role play equipment to learn how simple machines work.

Positive images of diversity are displayed in resources, such as books, play figures and dolls and children are involved in celebrations of various cultural festivals. Children look at globes and photographs to learn about different countries and taste different foods during cultural celebrations throughout the year. Children begin to learn about keeping themselves safe as they are involved in practising fire drills, and the childminder talks to children about stranger danger and safety procedures to follow when they are out and about. Children's health is promoted as the childminder is a positive role model and helps children to learn about hygiene routines and self-care. Healthy options for snacks and meals are made available for children, such as fruit, sandwiches, cucumber and carrot sticks. Children have their own beakers and drinks are offered regularly to children throughout the day.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	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	3
The extent to which children adopt healthy lifestyles	3
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:

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:

- put in place a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints). 20/07/2011

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:

- put in place a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints). 20/07/2011