

Inspection report for early years provision

Unique reference number	EY416138
Inspection date	16/08/2011
Inspector	Jacqueline Nation
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 2010. She lives with her husband, adult sister and two children aged eight and nine years. They live in the Winstanley area of Wigan, within walking distance of local amenities, such as schools, shops and parks. The whole of the ground floor of the childminder's home is used for childminding. This includes access to a dedicated playroom and bathroom facilities. First floor rooms are not used. There is a fully enclosed garden available for outdoor play. The premises are easily accessible.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for a maximum of six children under eight years at any one time. There are currently five children on roll, four of whom are within the early years age range. Children attend on various days.

The childminder is a member of a local childminding network. She is able to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and make good progress in their learning and development. All children are welcomed and supported by the childminder who appreciates their individuality. Effective partnerships ensure children's individual needs are met and their protection assured. Whilst the childminder has not completed a formal self-evaluation, she is reflective, intuitive and committed to improving the quality of her service. All the required documentation is in place.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice and self-evaluation in order to identify clear priorities for development that will improve the quality of the provision for children
- develop further strategies for gaining information about children's starting points in their learning and involving parent's in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively. The childminder has completed safeguarding training, has a good understanding of the possible signs and symptoms of abuse and the action to take in the event of a concern. Children play

safely within the welcoming environment because the childminder is vigilant and ensures all adults undergo Criminal Record Bureau checks to confirm their suitability. Written risk assessments enable the childminder to monitor children's safety when in the home, garden and on various outings. All of the required documentation is in place, well maintained and stored securely to promote children's health, safety and welfare.

The childminder demonstrates a positive attitude to inclusion and is committed to treating all children equally. The childminder organises her day to make sure children's individual care needs are supported, for example, if they need to sleep or rest as part of their daily routine. There are regular outings to local parks, library, childminder group and soft play activity centres. This helps to enhance children's social skills and confidence. She helps them to learn about a wider society and uses a range of resources reflecting positive images of diversity. Children benefit from being cared for in a friendly welcoming environment. They develop warm and trusting relationships with the childminder and this helps them to feel secure and develop a sense of belonging. The designated playroom has low-level storage shelves to encourage children to make their own choices in their play and provides many learning opportunities. Good attention is given to making sure children play with toys that are safe, clean and age appropriate.

The childminder develops positive relationships with parents and carers. She provides them with a parent pack which provides them with helpful information about the provision. The childminder has daily conversations with parents and provides written feedback to keep them informed about their child's progress and care routines. The childminder recognises the importance of working with other providers to ensure progression and continuity of care and learning. She is committed to improving her practice and whilst she has not completed a formal self-evaluation, she has begun to evaluate her day-to-day practice and attends training to update her knowledge of relevant childcare practice.

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

Children make good progress towards the early learning goals in all aspects of their learning and development. They are content and thoroughly enjoy the time they spend in the childminder's care. Each child has their own learning journey record which gives an overview of their progress and achievements. They include photographs, examples of their creative work and observations. However, there is scope for improving how information is gathered about children's starting points in their learning and developing further systems to involve parents in their child's continuous learning and development.

The childminder has a good understanding of how children learn and recognises the learning opportunities in everyday activities. She is enthusiastic and committed in her role through her interactions with the children as they play. The childminder ensures children's thinking skills are encouraged by asking questions to make them think. Children develop good independence skills, for example, while using the bathroom and feeding themselves. They have regular opportunities to listen to

stories, look at picture books and practise their mark-making skills as they paint and use chalks. Children also benefit as the childminder uses a simple sign language system to help promote their language and communication skills. Their problem-solving skills are enhanced through counting, completing puzzles and construction. Children play with a wide range of electronic toys. They enjoy finding out how things work as they push buttons and turn knobs which helps them take their first steps towards the use of technology in their learning. Good attention is given to promoting children's physical development; they get pleasure from playing in the garden, visiting local parks and soft play centres. Children successfully develop skills that contribute to their future economic well-being through being curious and inquisitive learners. They are making good progress in communicating, literacy, numeracy and skills relating to information and communication technology.

The childminder is kind, caring and responsive to the children's needs. She helps them to develop confidence in exploring their surroundings and children enjoy finding out what they can do. Children's behaviour is managed in a calm and sensitive manner by the childminder who sets clear, reasonable and consistent limits. Children are given lots of praise and encouragement for their efforts and achievements, which promotes their feelings of self-esteem and confidence. Their awareness of keeping themselves safe is developing well. Children practise the emergency evacuation procedures and the childminder talks to them about road safety while on outings. The childminder encourages children to think about how they use toys and equipment in a safe way and alerts them to potential trip hazards in the room. The childminder holds a valid first aid certificate, ensuring she can treat children appropriately in the event of an emergency. Children's health and well-being is effectively supported. They adopt good personal hygiene routines and wash their hands at appropriate times. Healthy eating is promoted and children are provided with a range of healthy snacks and well-balanced meals. The childminder ensures children have regular drinks so that they remain hydrated 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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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