

Inspection report for early years provision

Unique reference number	EY418671
Inspection date	16/08/2011
Inspector	Jennifer Turner
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and daughter aged three years. Children have access to the whole of the ground floor, which includes a through lounge and a study. The bathroom and toilet are also on the ground floor. There is a fully enclosed rear garden for outdoor play.

A maximum of five children under eight years may attend the setting, two of whom may be within the early years age range. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language.

The childminder takes children to and from the local primary school. She receives support from Wigan Sure Start. She is a qualified nursery nurse and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is outstanding. The childminder provides a welcoming and child-friendly environment where children's learning is supported through an excellent range of valuable first-hand experiences. Children are very happy and settled in the childminder's care and benefit enormously from her friendly and caring nature. The childminder builds secure relationships with parents and effectively promotes inclusion, which ensures children's individual needs are consistently supported. Most required documentation is in place and well maintained. The childminder demonstrates a very positive attitude and commitment to continuous development.

What steps need to be taken to improve provision further?

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

- obtain information regarding who has legal contact with and parental responsibility for children (Safeguarding and promoting children's welfare). 31/08/2011

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

- update the accident records to include the area of injury and ensure that confidentiality is maintained.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a very good understanding of her role and responsibilities while protecting children in her care. She is fully aware of the procedures to follow should she be concerned about a child in her care and knows the signs to look for. Robust vetting procedures are in place to ensure that all adults in the household are suitable to be in contact with the children, and a record of visitors to the home has also been established. Regular risk assessments are completed by the childminder to ensure that the children are kept safe at all times. She has safety equipment in the home to keep children safe, such as stair gates, a fire blanket and socket covers.

Children are cared for by a very knowledgeable childminder who demonstrates a professional and committed approach to her role. The childminder ensures children's individual needs are effectively supported through established daily routines and flexible planning based on children's interests. Well-written policies and procedures are in place and implemented to generally support children's well-being, although the childminder has not acquired information about who has legal contact with individual children and who has parental responsibility for them. This is a breach of requirements. She maintains records of accidents involving children in her care, however, these are not sufficiently confidential or detailed to include information about the areas of injury. The childminder is fully committed to building on her professional skills and knowledge by completing further training and by implementing a detailed self-evaluation system.

The childminder has effective procedures in place to help children and their parents settle into their new environment. Children benefit from the positive relationships that have been established between their parents and the childminder, and from the excellent levels of individual attention that they receive. The daily exchange of information, both verbal and through written documentation, ensures that children's changing needs are consistently met. Parents are kept up to date with their child's progress as the childminder shares their individual learning documents on a regular basis. The childminder has spoken with the children about what to do in an emergency situation, and children have several opportunities to take part in an evacuation drill.

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

Children benefit from an exceptionally stimulating and child-friendly learning environment and from the childminder's sound knowledge of how to develop learning through play. Children are confident and very happy in the childminder's care. They freely choose what activity they want to do and spend quality time forming strong relationships with the childminder. All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with children's parents. Well-established daily routines ensure that children develop good hygiene practices; they are reminded to wash

their hands before meals, after using the toilet and when returning from outdoor play. Children learn to make healthy choices about food and drink through support and encouragement from the childminder. They learn about healthy lifestyles as they talk together about eating 'five-a-day' fruit and vegetables and have daily opportunities to play in the fresh air. Children receive freshly prepared healthy meals and snacks; for example, there is great delight at snack time as the children talk about eating fruits, which include strawberries, bananas, oranges and apples.

The childminder helps children to develop a good understanding of how to stay safe. For example, while out walking, children learn about road safety as the childminder talks to them about how to cross the road safely. Children behave in a manner that is supportive of their learning. They develop confidence and self-esteem because the childminder gives regular praise and encouragement and because she is calm and consistent in her approach. Consequently, children learn to share, take turns and show consideration for each other. Children have opportunities to use their imagination as they play in the role play vet corner, using a stethoscope and syringes. Children are beginning to develop an understanding of the wider world through planned activities, discussions with the childminder and access to a range of resources that are representative of diversity.

The childminder has a good understanding of children's individual needs and how children learn and develop. She has an excellent understanding of the Early Years Foundation Stage and as a result, children make excellent progress towards the early learning goals. The childminder effectively records ongoing observations of the children's progress through both written and photographic evidence. These documents are shared with parents regularly, ensuring they are kept fully informed of their child's progress. The childminder has started to transfer information onto CD's for individual parents to see how their children have settled.

The organisation of the day provides children with an excellent balance of activities to support their differing needs. For example, when exploring mini beasts in the garden, younger children use a magnifying sheet and older children use a glass. Children's communication, language and literacy skills are exceptionally well supported. For example, children enjoy story time, explore books, both independently and with the childminder, and have access to colourful and bright wall displays that are rich in words. Children enjoy their favourite story about a hungry caterpillar. They learn about life cycle of butterflies and create a large three-dimensional caterpillar. Children are encouraged to read with parents, and the childminder provides a reading scheme for them to read at home and to prepare them for transition to school. Children have access to an excellent range of first-hand learning opportunities as they explore their natural environment. For example, they grow sunflowers and strawberries and explore insects in the bug laboratory. There is also enormous excitement and delight as a child shows off their developing skills on the trampoline. Children's learning and enjoyment is further enhanced as the childminder provides good opportunities for them to visit places of interest, such as the local park, zoo and farm.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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	1
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