

## Inspection report for early years provision

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<b>Unique reference number</b>	EY428615
<b>Inspection date</b>	02/12/2011
<b>Inspector</b>	June Oliver
<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.

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## **Description of the childminding**

The childminder was registered in 2011. She lives with her husband in the Halliwell area of Bolton. The whole of the house, except for the main bedroom is used for childminding purposes. There is an enclosed rear yard for outdoor play.

The childminder is registered to care for a maximum of four children under eight years old at any one time, of whom, no more than three may be in the early years age range. The childminder currently cares for three children in this age range. The childminder also offers care to older children. The childminder is registered on the Early Years and both the compulsory and the voluntary parts of the Childcare Register.

The childminder has two cats, five chickens and a goldfish in a tank as pets. The childminder takes children to school and makes use of local parks, groups and the children's centre. The childminder is a member of the National Childminding Association and a member of a group of local childminders.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very happy here because the childminder forms excellent relationships with them and their families. They make very good progress towards the early learning goals because the childminder plans activities to meet their individual needs and interests. The childminder plans child-initiated and adult-led activities which cover all areas of learning consistently. Strong relationships with parents have been formed which ensures support for children's learning. The childminder has started to evaluate her practice and has identified areas for improvement to raise outcomes for children. Most required policies and procedures are in place and effective in practice.

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

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

- obtain written parental permission for children to take part in outings
- develop further 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.

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

Children are safeguarded effectively at this setting as the childminder has a good understanding of local policies and procedures. She has attended safeguarding training, has a policy in place and has contact numbers available should she have a concern about a child. The childminder completes risk assessments to ensure children play in a safe environment. Most documentation required to keep children safe is in place, although written parental permission for children to go on outings is not in place. This means that parents may not be fully informed about the activities and experiences that their children engage in with the childminder. The childminder is vigilant when out and about and supervises play well to ensure they stay safe.

The childminder has a good knowledge of the Early Years Foundation Stage and uses this to support children's learning. The setting is welcoming with a good range of quality resources which are organised in drawers to enable children to select their own activities. This encourages them to become independent learners. The childminder supports children with special educational needs effectively as she works with the parents and other professionals involved in their care. She readily adapts activities to enable all children to participate. For example, she supervises play to enable children to share the resources.

The childminder has effective processes in place to evaluate her practice and has identified improvements to raise outcomes for children. For example, she has changed how she records children's learning to enable their next steps to be included. Although the childminder had identified areas for improvement the evaluation process is still developing and has not fully impacted on raising outcomes for children. The childminder evaluates activities to ensure they meet the needs of the children and regularly asks parents for their feedback. Recommendations from the local authority have been completed promptly to ensure provision meets the needs of families. She meets up with other childminders to share good practice for support with her provision.

The childminder forms strong partnership with parents to enable them to feel well informed about what their children are doing. She collects useful information about children's dietary and medical needs and their starting points. This means she can provide activities to meet their learning objectives. The childminder shares information about what their children do on a daily basis and regularly shares their learning and development progress. This means that parents can fully support their children's learning and development and their time at the setting. She has formed purposeful relationships with the school that she collects from which further supports children's learning. She has made good use of the local authority and other childminders for support with her practice.

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

Children are happy and settled in this setting as the childminder has formed good relationships with them. They are confident to explore the setting and participate in the activities planned to meet their individual needs and interests. Children are learning how to handle tools safely as they use knives to make their sandwich for lunch and use pencils to draw. They are learning to keep themselves safe when out and about as the childminder teaches them about road safety and ensures young children are kept safe in buggies or hold hands with her.

Children have very good opportunities to learn about being healthy. They play outside often to promote their physical skills. For example, they use the garden to ride the bikes and explore the puddles and use the local parks to run around and use the climbing equipment. This ensures children learn about the positive effects exercise has on their bodies. They are learning about good personal routines as they wash their hands before lunch and know about hygienic nappy changes. Children learn about healthy food as they are offered fruit and bread sticks for snack and have access to their drinks.

Children are making excellent progress towards the early learning goals because the childminder plans for their individual learning objectives and interests. She makes regular observations of children's play and links these to the areas of learning. These are then used for assessment and to identify next steps. The childminder shares progress reports with parents on a termly basis and agrees the next steps with them. Children are learning superb communication skills as the childminder talks to the children about what they are doing and asks questions. For example, she asks children what the policeman needs on his uniform when looking at a book. Children are developing excellent listening skills as they listen when she talks about the hard and soft parts on the dolls. Children's writing skills are promoted very effectively as children draw and participate in craft activities. Their mathematical skills are extremely well promoted as the childminder encourages children to count with her during snack time and when children bring the dolls and other toys to her. Their independence skills are promoted as they help prepare food and are encouraged to put their own shoes on. They are developing good information and technology skills as they play with electronic toys and books, a laptop and a camera. This also ensures they are developing excellent skills for the future. Children go out in the community to learn about the wider world.

Children are well behaved at this setting as the childminder has consistent boundaries and supervises play well. This means they are confident to explore the setting and participate in the activities. Children receive constant praise for effort and achievement to ensure they feel respected and valued. They learn about difference and diversity as they use books, puzzles, small world figures and dolls. Children learn about cultures and faiths as they celebrate a wide range of festivals and birthdays together.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
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	1
The extent to which children develop skills for the future	1

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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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