

Inspection report for early years provision

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| Unique reference number | EY339637 |
| Inspection date | 12/10/2011 |
| Inspector | Janet Singleton |
| 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 2006 and lives with her husband and one daughter aged 11 years in Appley Bridge, Wigan. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

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 three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and is part of the childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively uses her observations, assessment and planning to promote good outcomes for children and support them in making good progress in their learning. The childminder maintains a safe and secure environment with good resources available to all children. Partnerships with parents, carers and others are outstanding. The well-maintained comprehensive documentation for the safe and efficient management of the setting is in place. The system for evaluating the quality of the provision is outstanding with clear plans for future development.

What steps need to be taken to improve provision further?

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

- maintain the health of the children at all times in relation to the dog's food being accessible in the kitchen on this occasion
- develop further the processes for ensuring all children are encouraged, for example, when all three younger children are present in the more focused-type activities.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good as the childminder has effective supporting procedures in place. She has undertaken training and is confident of the action to take and to whom she should report if she has concerns about a child. Adults in the home have undergone checks to ensure they are safe and suitable to be with the children. Comprehensive risk assessments and suitable

safety equipment are in place to maintain a safe home. However, the dog's food bowl had been left out with some food still in it and was accessible to the children on this occasion, as a consequence this may pose a health risk to children. The childminder has a good knowledge of the Early Years Foundation Stage to support children's good progress towards the early learning goals. The comprehensive observation and assessment procedures in place are used effectively to identify children's next steps in their learning being then used to inform future planning.

Children play with good quality resources and are able to make good choices within the child-centred environment as these are all stored at their level. Although the childminder promotes a fully inclusive home she is not always engaging those children who are quieter during the focused activities. Children learn about the differences and similarities of people through discussion and using the good quality resources that reflect diversity.

The childminder has outstanding relationships with parents sharing all policies and procedures with them. She gathers excellent, meaningful information about the children's personal needs, for example, routines, dietary and health needs. Daily discussion and the meaningful sharing of children's assessments with them ensure they are fully informed of how she progresses children towards the early learning goals. Through engaging in effective discussions about the childminder's practice, completing significant and meaningful questionnaires requesting information on the service, they are contributing to the feedback of the practice and the childminder's self-evaluation. The childminder has made excellent contact with other agencies and settings that children attend, for example, she shares highly meaningful information and has created exceptional communication channels to ensure children are provided with a consistent approach and supported in their education. The childminder is outstanding in her approach to the continuous improvement of her setting, for example, the implementation of an e-learning journey means parents can access and add their comments to their child's assessment to enable the childminder to plan for their next steps in their learning. Through her excellent self-evaluation and strong links with the early years service means she is fully aware of the strengths and weaknesses of her practice. She is highly reflective and very committed to moving it forward with a robust system for monitoring her provision for example, she has recently implemented an excellent electronic system to monitor and track children's progress against the six areas of learning in order to improve their outcomes. This drive and commitment to improve means her approach to the continuous improvement of her setting is exceptional.

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

Children make good progress towards the early learning goals as they play and learn in a very child-centred environment. Regular observations and assessments of children's achievements provide the childminder with good quality information on which to plan for children's priorities for learning. All six areas of learning are monitored and tracked to ensure a rounded approach to their learning and development is taken. The delightful learning journey records for each child,

include the photographs of the activities they have undertaken and computer hard copy discs are shared with parents and their comments requested.

Children are happy, secure and enjoy their time with the childminder. They feel safe as they seek the support of the childminder and readily move through the home making good choices from the wide range of toys and equipment available to them. They show through their body language and by exploring the environment, their warm and trusting relationship with the childminder. They delight in playing in the den as they put the spider in the den, laughing and giggling showing their pleasure. They play with the jigsaws moving freely and comfortably within the home. They choose the musical instruments and make music smiling as they shake the instrument, giggling at the noise made as they learn to understand cause and effect in their learning. They enjoy playing peek-a-boo and hide under the material, smiling and laughing at this spontaneous interaction and game. Children show their concern for each other as they make sure they all have their water bottles and can enjoy their drinks together. Children develop their physical skills as they take part in walks and enjoy the soft play areas. They participate in toddler groups and attend childminder groups and learn to socialise and make friends. Children learn about numbers, colours and shape as the childminder introduces them into their play. Children use their imagination, explore fabrics and learn by investigating as the childminder focuses on the heuristic play approach. They develop their creative skills as they explore the malleable material, pulling, stretching and finding out how it can be shaped. The childminder supports children as she is aware of their interests and works with them to extend their thinking, by asking sensitive questions and providing activities based on their individual interests.

The childminder assists children in developing their understanding of good hygiene practices through reading books, discussion and demonstrating good practice. The children go to wash their hands demonstrating their understanding of being clean. They enjoy home made, healthy food and have good opportunities to develop their physical skills with the outdoor opportunities provided. Overall, children play and learn in a homely secure environment which is conducive to them making consistently good progress in their learning and developing the necessary skills for the future.

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

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| 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 | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| 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 | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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

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| 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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