

Inspection report for early years provision

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Inspection date	20/03/2012
Inspector	Rachel Deputy
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 1992. She lives with her 24 year old son in a terraced house within walking distance of Wigan town centre. A playroom at the front of the house is used for childminding. Children also have access to the upstairs bathroom, kitchen and lounge. There is a fully enclosed rear backyard with a decked area for outside play. The childminder takes children to the local shops, toddler groups, parks and library.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years of whom, not more than three, may be in the early years age group and not more than one may be under one year old. Currently there are six children on roll. The childminder is able to operate five days a week from 8am to 5.30pm, opening all year round except for public holidays.

The childminder holds a level 3 qualification in early years childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children show an extremely strong sense of security and belonging within the setting and there are effective partnerships with parents and other providers, overall. They clearly benefit and thrive because the childminder provides a wealth of good quality resources which are thoughtfully laid out. The quality and effectiveness of planning is a key strength, which ensures that all children make significant gains in their learning. Children's independence is promoted extremely well and they take ownership of their environment and their well-being. Self-evaluation is informal and in its infancy; although the childminder is aware of her strengths and weaknesses and sets some appropriate targets for improvement. Documentation to promote the safe and effective management of the setting is in place.

What steps need to be taken to improve provision further?

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

- work together with other practitioners and parents to support transition, both

- between settings and between setting and school
- further develop systems to monitor and evaluate the quality of practice and work in partnership with parents, staff and other professionals to promote improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting because the childminder has a good understanding of child protection. She knows what to do should she have concerns about the children in her care. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child protection agencies. Adults living at the setting are appropriately vetted and are safe and suitable to be around young children.

The childminder makes effective use of up-to-date risk assessments to support her in ensuring the areas used by the children are safe. For example, keys to the front door are kept on a hook out of children's reach. This means that children are able to move safely and freely around the building and cannot leave unsupervised.

The childminder is knowledgeable about the Early Years Foundation Stage and uses it very well to support children in their learning. The environment is well organised and accessible to the children. Outcomes related to children's starting points are excellent and are clearly attributed to strong use of resources. For example, equipment and toys are stored at the children's level so they are able to access them independently. This means that children are able to thrive and make consistent progress in their development.

The childminder is reflective and sets targets for improvement based on identified gaps in children's learning. For example, she purchases new resources such as recycling boxes to create opportunities to observe children categorising objects. The self-evaluation process is generally effective and currently under review. The childminder has identified areas for development for example, she has identified increasing opportunities to involve parents and children in the process.

The childminder has well-established relationships with parents and carers, which contribute to improvements in children's well-being and development. For example, parents provide key information on children's starting points and capabilities. They are regularly consulted with during the tracking process and contribute to it by adding their own observations of children's learning at home. Relationships with other settings and professionals, such as teachers are overall, effective because the childminder shares feedback verbally whenever possible about children's learning. The childminder is currently devising a system that enables her to share information about children's learning so that transitions between the setting and school are fully supported.

The childminder offers sensitive support to children during activities based on their individual needs and stages of development. She readily adapts activities to ensure that all children can access them. This means that children are included fully in the

life of the setting.

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

The childminder forms strong relationships with children, which means they are able to seek comfort and assistance when they need it. Children show a great deal of self-confidence in the setting, they happily chat to the inspector about what they are doing. This shows that they feel safe and secure in their environment. Children's understanding of safety issues is demonstrated well, through their play and use of language. For example, older children tell younger children to sit down when using scissors; they remind them that it is dangerous to walk about with them. The childminder provides various activities to support children's creative development. For example, they enjoy free-painting gluing and sticking and junk modelling. She supports children's critical thinking extremely well by asking open ended questions and setting challenges for the children. For example, she asks them to work out how they might fit certain shapes into different containers.

Children show a good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines. For example, children happily wash their hands before meal times and talk with staff about healthy eating. They discuss how fruit can help you to grow strong muscles. Outdoors, children have daily opportunities to engage in a range of physical activities such as jumping on a trampoline. They enthusiastically join in with a throwing and catching activity and further develop their physical skills as they learn to climb and balance competently at the playground.

The childminder observes the children regularly and uses these observations exceptionally well to plan for purposeful next steps in children's individual learning. As a result children's progress is exceptional because they are very effectively stimulated and challenged. Children play a dynamic role in their learning because the childminder recognises learning opportunities very well. For example, children say they would like to take a trip on public transport. The childminder arranges this and during the outing children come across a swan, which is stuck in a fence. The childminder talks to the children and they learn about how it is rescued. Children listen inquisitively and ask questions such as 'what happened to it'? They show an exceptionally strong understanding of more complex sentences as they tell the inspector about the event. For example, they skilfully use language in the past tense saying 'yesterday at the park, it was stuck and it got hurt but someone came to help it'

Children are gaining a strong sense of identity and a respect for other people's cultures and beliefs. Their own home life and identities are celebrated extremely well. For example, the childminder send home a toy elephant which spends time with each child's family. The parents record what they did with the elephant in a book using photographs and descriptions. The children then discuss this when they return. They talk confidently about their home life and show a sense of pride in their own identities. Children play extremely well together and negotiate taking

turns skilfully. They happily share equipment, politely asking for what they want. Children demonstrate an exceptional awareness of their own behaviour. The childminder provides opportunities for children to learn about the environment as they learn about recycling. Children learn about their community as they take part in charity events and visit local areas of interest.

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	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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