

Inspection report for early years provision

Unique reference number	EY412796
Inspection date	23/05/2012
Inspector	Denise Sixsmith
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 partner who is also her assistant and children aged four, 13 and 18 in the Highfield area of Wigan, Greater Manchester. Her home is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except for her own children's bedrooms and the second floor. 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 childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is registered to provide overnight care for one child. There are currently three children attending in this age group. Children attend on a part-time basis. She also offers care to children over five to 11 years. The childminder takes and collects children to and from school and on outings to the park. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is enthusiastic about her work and provides an inclusive service. Children are very happy, settled and secure with the childminder in her safe, comfortable and welcoming home environment. Children are supported very well to embrace a healthy lifestyle and learn to stay safe. Good partnerships with parents are in place and a system for the sharing of information with other settings providing learning and development for the children is appropriate. The majority of required information is in place and the childminder has a positive commitment to assessing and improving the quality of the service she provides.

What steps need to be taken to improve provision further?

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

- build on the current system to further develop the flow of information of children's learning and development with other providers of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well while in the care of the childminder. She is fully aware of her responsibility to keep children safe from harm or abuse and a written safeguarding policy is shared with parents. Appropriate procedures are in place to be followed if there are any significant concerns and contact details for outside

agencies are to hand. Risk assessments have been undertaken to reduce hazards, both indoors, outdoors and on outings to improve children's safety. Accident and medication forms are in place and required parental consents have been obtained to promote the safety and welfare of children. The childminder demonstrates a clear awareness of the procedures to follow should a parent fail to collect a child or a child goes missing when in her care. Current first aid training and two fully equipped first aid kits ensure that she can deal with minor emergencies.

The childminder organises her home effectively. This ensures that children have space to play and move around freely, including ease of access to the rear garden. Good quality toys and equipment are in place and readily accessible to all children. Self-evaluation is undertaken and the use of the Ofsted documentation to support this process has been used, as well as guidance from the local authority advisor. The childminder is enthusiastic about her work and her plans for future improvement. She is aware of, and committed to, working closely with other professionals and providers delivering the Early Years Foundation Stage to children in her care. However, these systems are still in the early stages of development. A comprehensive set of policies and procedures are made available to parents, including an equality of opportunities policy which outlines a positive approach to valuing diversity and differences.

Good relationships are in place with parents. The childminder gathers detailed information about children's individual routines, interests and abilities. She uses this to organise her day around the needs of the children in her care. As a result, all children quickly feel relaxed and secure with her. She also provides parents with good information about her service and about their children's time with her. Children's routines are respected. They are cared for in line with parents' wishes and their individual needs are met very well. Parents state that they are 'very happy with the care of their child'. They feel 'very confident that their children are included in all the activities, happy and safe in while with their childminder'.

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

The childminder creates a welcoming and comfortable environment where children are confident, happy and have developed a strong sense of belonging. They receive hugs and cuddles if they need reassurance and are quickly comforted by the childminder's caring response. From an early age children make independent choices in play and choose from the array of play materials and books around the play rooms. The use of cause and effect toys and access to the laptop engage children's interest and enhance their developing knowledge of information and communication technology. The childminder knows the children well. She takes time to gather good information from parents, which enables her to plan activities that they enjoy. Children are confident and are making good progress in their learning and development. Learning journey records contain photographs and observations of the children's learning and development. A clear account of the children's next steps in learning is in place. The childminder talks as she plays alongside the children, using appropriate language and leaving time for children to respond. Children concentrate well in both planned and self-initiated play. They

particularly enjoy drawing with coloured pencils and making collages with glue, sand and foam shapes. Creative and imaginative play is fostered well through spontaneous dressing up and the playing of musical instruments. Children learn about capacity and sinking and floating as they measure and pour water in the outside pirate- ship water-play unit. Children's current interests in holidays are enhanced through the making of a beach environment in a box complete with palm trees and sand for the small world dolls. The childminder encourages children's communication and problem solving very well, ensuring that they develop good skills for the future.

Children learn to look after themselves as they follow road safety procedures and practise the fire evacuation drill to ensure they can evacuate the house safely. Clear and realistic boundaries are established, which effectively promote children's understanding of right and wrong. Children learn to care about and respect each other by sharing, taking turns and using good manners. They learn about difference and diversity through books, toys and engaging in a variety of different celebrations throughout the year. The childminder provides them with a good role model, as she is very calm and patient with them and offers plenty of praise for their efforts. Children behave well. Trusting relationships are developed between the childminder and the children, which increases their sense of well-being and confidence, and demonstrates that they feel safe.

The childminder provides healthy balanced meals and snacks, ensuring children are well nourished and that they learn about making healthy choices. Children enjoy their snacks of fruit from the well-stocked fruit bowl. They plant and grow seed to produce corn, carrots and pumpkins. Strawberries and raspberries grown by the childminder are made into a fruit crumble by the children to take home to eat. Effective procedures are in place to help prevent the spread of infection, manage illness, and good hygiene practices minimise the risk of cross-infection. Children follow familiar routines very well, such as hand washing, to develop their understanding of the importance of personal care. They learn about the local community, the natural world around them and develop an awareness of the seasons. Regular opportunities are provided for the children to be active as they dig, climb, and manoeuvre the sit-and-ride toys during outdoor play. This helps the children to develop positive attitudes towards exercise and also supports them in leading a healthy lifestyle.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met