

Inspection report for early years provision

Unique reference number	308331
Inspection date	17/06/2009
Inspector	Mary Wignall
Type of setting	Childminder

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.

Description of the childminding

The childminder has been a registered childminder since August 1995. She lives with her husband and two grown-up children. The family lives in the Coppull area of Chorley. The areas used for minding are the conservatory/playroom, kitchen and dining room and the first floor bathroom. A fully enclosed rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. There are currently four children on roll in the Early Years Foundation Stage age range. She is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in relation to the compulsory part of the register. The childminder is a member of the National Childminding Association and is working towards a relevant level 3 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's keen commitment to updating her knowledge and her strong attachments to children means they make good progress in their learning. Each child is recognised and valued with careful planning of resources so all children are happy and achieving. This, together with good quality toys with positive image of diversity society, provides a positive and inclusive learning environment. Good partnership with parents and positive feedback in questionnaires help her evaluate and continually improve her provision. Self-evaluation identifies strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- consider arrival and departure procedures for staff or childminder assistants working on the premises
- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing review
- match observations to the expectations of the early learning goals.

The leadership and management of the early years provision

Clear policies and procedures keep parents informed of the provision. The childminder has well established relations with the parents having minded some of the children for some years. Questionnaires seek their views and those of older children. This informs her self-evaluation which has led to further training, although it is not systematic which makes evaluation review less effective. Files of children's work and achievements keep parents clearly informed of their progress and experiences at the childminder's. Good partnerships with other providers

means the files include the names of the children's key persons at other settings and photographs of some of the activities they enjoy there. This enables her to provide complementary activities and experiences for the children. Daily exchanges of information keep parents informed of their development and care details.

A safeguarding policy shared with parents clearly states her responsibility and contains relevant contact numbers for ease of reference. She makes sure her assistant is suitably checked and supervised, although her attendance is not always recorded. The risk assessment record is comprehensive and includes assessments for all types of outings, which demonstrates a good understanding of safety.

The quality and standards of the early years provision

The childminder has new systems to help plan and record children's achievements in the Early Years Foundation Stage. Regular observations linked well to the areas of learning show the wide range of exciting and challenging activities the children enjoy. Their files show their progress with samples of their work, written observations and assessments of their learning and photographs. The file is easy to read and very informative to parents. The planning of the next steps of children's learning is less clear as it is less documented, making review and evaluation less effective.

The children learn good manipulation skills as they make cards and chocolate moulds for presents. They stir melted chocolate and pour it into the moulds. The childminder talks to them about its changing condition. She explains they will need to be quick before it starts to set and be unable to pour. She tells them the balls and sprinklers are made of sugar as they sprinkle them on carefully, picking up any stray ones with increasing dexterity. The children show a good understanding of safety as they ask if they can eat them. The childminder extends their understanding as she asks them to be careful as it is hard and comments on the crunching noise she can hear them making. The children are engrossed, enjoying the fun. Good quality, chunky pens help them write or mark their own message. They proudly show their work to the childminder's praise.

The childminder models good use of mathematical language. Showing how the mould can fit more in and explaining the sprinklers are called hundreds and thousands. When carrying their toast for snack on plates she reminds them to use two hands on either side to get a balance. They delight in the responsibility and take great care.

The childminder takes time to talk and chat comfortably with the children. She is interested in the activities and naturally extends the children's thinking and development. For instance, when putting stickers on the card she explains how to lift up the corners with their finger nails, showing them how and giving them time to practise. When one child finds a baseball sticker she explains it is game played in America a bit like rounders. Her strong commitment to children's physical development is clear in the range of outings she plans. She has purchased waterproof clothing for the children to make the most of all weathers.

The children behave well. They listen to the childminder's explanations and reasons and understand the need for rules. They share well, at times negotiating their own disputes with others with the help of the childminder. They show a good understanding of hygiene routines. They understand the childminder's routines and use a fresh towel to dry their hands after washing and before eating.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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