

Inspection report for early years provision

Unique reference number	315760
Inspection date	19/01/2009
Inspector	Sue Partington
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 registered since 1998. She lives with her husband and son in the Harwood area of Bolton, Lancashire. The lounge and kitchen/dining area on the ground floor and bathroom upstairs are used for childminding. The home is accessed via a step and there is an enclosed outdoor area.

The childminder is registered to care for six children on the Early Years Register. She also offers care for children in the later years age group providing out of school care; this provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, of whom four are in the early years age group. The childminder provides support for children with learning difficulties and disabilities. The childminder offers care Monday to Friday from 08.00 to 17.00 during term-times and 08.00 to 18.00 during school holidays.

The childminder is a qualified nursery nurse and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children thrive in an inclusive setting where they are respected and valued as individuals. They are healthy, safe and have extremely good relationships with the childminder and her family. Children make good progress in their learning and development because the childminder knows the children well and plans activities based on their individual needs and interests. The strong partnership with parents and other early years settings ensure that everyone works together to support the children effectively. The childminder has completed a self-evaluation form online which helps her to monitor the service she provides and to identify key strengths and areas for development.

What steps need to be taken to improve provision further?

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

- further develop systems for observations to clearly link in with future planning.

To fully meet the specific requirements of the EYFS, the registered person must:

- request written parental consent to seek any necessary emergency medical advice or treatment needed for every child on roll (Safeguarding and promoting children's welfare).

02/02/2009

The leadership and management of the early years provision

The premises are organised to give children opportunities to move around freely, and resources are attractively stored on low level shelving and easily accessed to encourage children's independence. A structured daily routine promotes children's welfare, meets their needs and covers all areas of learning. The childminder considers a safe environment and has taken the necessary steps to minimise hazards to the children, for instance, risk assessments are effective therefore children's safety is enhanced.

Written policies and procedures are in place, including child protection, and contribute toward positive outcomes for children. Records and documents are well organised and stored securely to maintain confidentiality. However, some children's health is not fully supported because the childminder does not have written parental consent to seek emergency medical advice or treatment for every child attending.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points. Activities are planned around children's needs and interests. Assessment files are available with photographs, children's work and written observations of children at play, which identify each child's next steps in their learning. The childminder spends time each day to discuss children's progress and development with parents and they are shown her policies and procedures, which include information if they wish to make a complaint.

The quality and standards of the early years provision

The childminder supports children's learning and development well. As a result, children make good progress towards the early learning goals in relation to their starting points and capabilities. The well thought out activities are planned taking account of children's interests and learning and development needs. This ensures that each child enjoys the activities and are suitably challenged. The childminder knows the individual children well. She observes and assesses their development at regular intervals and identifies children's next steps to help them move forward in their learning. The childminder has formalised planning and assessment systems in place which she shares with parents.

Interaction between the childminder and the children is very good; she talks gently to children who have been sleeping and hugs and cuddles are exchanged. She consistently reassures them as they play or come to her with toys. She sits at their level, sustains frequent eye to eye contact and joins in their play. Children experience a good sense of belonging in the warm and welcoming home where their artwork, pictures and posters are displayed on the cupboards and doors in the kitchen.

Children's language skills are developing because the childminder uses age appropriate and stimulating language in her conversation with them. They have

fun reading stories where children anticipate what happens next and use matching cards to find a pair; such activities encourage the children to be active thinkers. Children have regular opportunities to express their creativity using different media, such as painting, collage and through music. In addition to this children enjoy the feel and texture of a broad range of natural resources. They learn problem solving and numeracy skills through practical experiences, such as counting games, completing puzzles and building simple models. Photographic evidence shows older children's skill in writing letters and numbers.

Children are cared for in a safe, clean environment where they learn to take care of themselves. They are learning about personal hygiene as each child has their own pictured towel to wash and dry their hands to prevent cross contamination. The childminder provides a healthy range of freshly prepared and home cooked meals and snacks. Children sit at the table to eat with the childminder, who uses this time to encourage social skills and language development.

The childminder plans a wide range of enjoyable play opportunities and experiences both inside and outside the home. For example, children develop life skills because the childminder has provided books and resources for role play to teach children about road safety. Children recall how they have to hold hands, stop at the kerb, look and listen for cars before they are safe to cross the road. They practise this routine when they visit parks and on outings within the community. Children clearly enjoy their time with the childminder and they thrive on her interaction and attention.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.