

Inspection report for early years provision

Unique reference number	504910
Inspection date	27/03/2009
Inspector	Jane Elizabeth O'Callaghan
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 was registered in 1994. She lives with her partner and two adult children on the outskirts of Bolton. The whole of the ground floor of the childminder's house and upstairs bathroom are used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time and is currently providing care for three children in the early years age group and three in the compulsory childcare group. The childminder works with two assistants who are used on an 'as required' basis. She supports children with additional needs and those for whom English is a second language.

The childminder collects and takes children to local schools, visits parks and places of interest. She has a dog, a cat, gerbils, a rabbit and a long bearded lizard, which is out of reach of children, as family pets.

The childminder has a level 3 qualification in childcare and attends lots of training. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the provision is good. The childminder provides a safe and welcoming environment where children receive rich and stimulating learning opportunities. She has good knowledge of children's individual needs and starting points and promotes an inclusive environment for all the children and their families. There are positive links in place with parents, carers and other providers where children attend, that promote a shared approach to the children's changing needs and interests. They make good progress given their ages and abilities, with careful observations used to develop activities offered. However, children's next steps are not clearly identified. Regular self-evaluation is used by the childminder, to plan for her future training needs along with ensuring a continuation of improvement of the care offered to the children.

What steps need to be taken to improve provision further?

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

- ensure children are able to independently access the range of resources easily
- develop a system to record children's next steps of learning.

The leadership and management of the early years provision

The childminder has good awareness of the Early Years Foundation Stage and child development. She is well aware that children learn in different ways and at different rates and that meeting children's individual needs lies within them making good progress through learning. The childminder has clear plans for the future and her commitment to further development of her knowledge and skills. She reflects daily on practice and is eager to learn and can demonstrate through observations, assessments and self-evaluation how she has made improvements and raised children's achievements. However, the childminder does not clearly record the children's next steps of learning. The childminder has attended a good selection of training that has led her to holding a professional childcare qualification and makes good use of the statutory guidance for the Foundation Stage and personal reading to enhance her practice. She regularly takes up opportunities for training and development linked to the areas identified for improvement.

Children's safety is a priority for the childminder; policies and procedures are well written and are effectively implemented. She is clear about her role and responsibilities, including working with agencies to safeguard children. The childminder ensures she has up-to-date knowledge of the possible signs of abuse and also the correct procedures to follow should she have any concerns.

The childminder has developed positive partnerships with parents who appreciate the quality of the care she provides. She makes time for the regular exchange of information, through children's profiles and verbally to parents. This ensures that she understands parents' wishes for the care of their children and they, in turn, are informed of what the children have achieved at the setting. The childminder has also formed effective links with other settings children attend, such as nurseries and playgroups, to ensure continuity and coherence by sharing relevant information.

She has a good understanding of how to assess and modify the service she offers in order to include children with additional needs. There are well maintained records of risk assessments that are carried out and recorded by the childminder to ensure children remain safe whilst at the provision and when on outings. There are also posters for the children to look at, referring to trips out. This ensures that the childminder identifies and minimises hazards and also makes children aware of the risks when being out in the sun and going out on trips.

The quality and standards of the early years provision

Children enjoy their time with the childminder. There is a good range of toys and activities to promote purposeful play. However, children cannot easily access the range of resources available, in order to allow them to be independent. The childminder organises her time to give children individual attention so that each child feels special and valued. She provides good support to children as they play, making acceptable use of incidental opportunities to consolidate their knowledge of colours, shapes and counting and by talking to the children to develop their

speech. For example, the children ask for some black and green grapes and count the six grapes they have and know that after they have eaten one black grape they have only five left. The children show a keen interest in jigsaws and concentrate well as they do them. They increase the number of pieces they can complete and receive lots of praise from the childminder. The children tell the childminder how many pieces they have done.

The childminder is familiar with the children's interests and abilities, and provides a range of play resources and activities to meet these. She has developed good systems for undertaking observational assessments, linked to the different areas of learning, to clearly identify what children can do. However, these assessments are not yet used to identify and plan the next steps in children's learning. As a result, children are not necessarily fully supported to extend their individual learning and development towards the early learning goals.

The childminder ensures that children receive good opportunities for outdoor play. They are able to access a rear and front garden, where they play with a good selection of toys and activities. For example, children chalk and draw on the floor, paint outside, play with bicycles, parachute and a variety of ball games. They also go on outings within the local community to the shops to have their feet measured, to local nurseries to socialise and to the library where they are allowed to choose books to take back to the childminder's house. All the children are very sociable and the childminder interacts well with them and encourages them to play and talk together, especially children who are from different cultures and backgrounds. She ensures that children learn about the wider world through the celebration of a variety of festivals. For example, children recently celebrated St Patrick's Day, where they made shamrocks and also daffodils for St David's Day, which was also linked with the arrival of spring.

The childminder manages behaviour well, encouraging children to take turns, play well together and to share. As a result, children enjoy relationships that are close, warm and supportive. For example, children help each other to do jigsaws and also to invite each other on the imaginative train journey that they went on. Children are offered a very healthy and nutritious diet; all meals are freshly prepared and are home cooked. Children explain that they had broccoli and cauliflower soup and then spaghetti bolognaise for dinner and how nice it was. The childminder explains that children go to the shops to help to choose what fruit and vegetables they would like. Menus of what the children have eaten throughout the day are displayed for parents and this is recorded in their daily diaries.

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 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.