

Inspection report for early years provision

Unique reference number	EY235076
Inspection date	30/07/2009
Inspector	Wendy Fitton
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 registered in August 2002. She is registered to provide care for a maximum of five children under eight years on the Early Years Register and the Compulsory part of the Childcare Register. There are currently five children on roll attending full and part-time places, before and after school and during school holidays. Two children are aged from one year up to four years and three children are aged five to seven years.

The childminder lives with her husband and two children aged seven and 14 years. The premises are situated in the Brandlesholme area of Bury in Lancashire. Children have access to a main lounge, a designated playroom, a downstairs bathroom, a rear garden and a dining area. There is no access to upstairs areas.

The childminder works as a support childminder in the local area. She is involved with local community groups and the local children's centre. The childminder is a qualified nursery nurse and has completed all required training courses and various workshops.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder provides a very warm, friendly welcome to all children and she is well organised to meet varying needs. She ensures children enjoy their time and make good progress in their learning and development. Overall, an inclusive and welcoming service is provided as the children are really well supported and have access to a range of facilities and activities. Partnerships with parents are positive and the childminder ensures parents are fully informed about the organisational policies and procedures. Effective steps are taken to evaluate the provision through questionnaires for parents and the childminder identifies her strengths and weaknesses and the areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the system to enable parents to contribute to their child's learning and development records.

The leadership and management of the early years provision

The childminder works effectively to provide good quality care and education for children. She has a good understanding of her identified strengths and weaknesses and there is a good system in place for self-evaluation. She has responded positively to the recommendations from the previous inspection and ensures that children's health, safety and knowledge are promoted. The childminder has a very

positive attitude to training and has completed various training courses and workshops to keep up to date with current practices and frameworks. She is a qualified nursery nurse and works as a support childminder within her community. There are good links with other providers, professionals and carers to ensure progression of children and the continuity of learning and care.

Documentation which is required for the safe and efficient management of the provision is well organised and promotes all aspects of children's welfare. Children are protected and safeguarded owing to the childminder's knowledge and understanding of child protection procedures, health and safety procedures and the steps taken to promote children's good health and well-being. There are effective systems in place to manage and eliminate any risks to children. For example, all the areas of the house are safe and secure including the outdoor areas. The resources, furniture and equipment are suitable and safe and meet the needs of the children attending. Arrival and collection procedures are followed, there is a booking in and out system for children and visitors; and a risk assessment is completed and any actions are identified. Children are provided with a healthy balanced diet and understand the importance of being healthy and active.

The childminder works well in partnership with parents to meet children's needs and to help them feel secure and confident. Parents comment positively on the service they receive and have access to the organisational policies and procedures. They state in the evaluation questionnaires that they are happy with the service, they like all the activities and trips to different places that their children are involved in; and that the childminder is flexible to their working needs. There are systems in place to feedback the routines and care practices and the childminder has recently updated her meals and snacks policy in discussion with parents. There are lots of information boards and posters for parents to gather health information from; and see their children's art and craft work.

The quality and standards of the early years provision

The childminder has good knowledge of the learning and development requirements. She fully supports children's learning through well planned activities and experiences both home based and within the local community. Children visit the park, socialise with other adults and children at toddler groups, children's centres and community activities. They have access to a wide range of resources and equipment to interest and motivate them to become active learners. They make independent choices about their play and access a designated play room where all toys and games are accessible. Children are very settled, comfortable and respond to the routines and rhythms of the day. The childminder ensures children can play, rest and eat according to their own needs and routines. The environment is very well organised where every child receives an interesting, stimulating and homely service. The childminder plans according to what children like to do or what they ask for. She gathers information from parents about children's likes and dislikes and the older children write this down. She plans activities linked to areas of learning, records any significant comments in a journal to inform her planning for the individual child. She fully supports children's social,

creative and physical skills, knowledge and understanding of the world, numbers and communication. Every child has a profile with photographs and art work and this shows the next steps of learning. The childminder is developing a parent partner system to ensure that parents are fully involved in contributing information to their child's learning and development progress.

Children behave well and they are keen, motivated and interested in what is available. They chat sociably and they are well occupied. The children know and understand the expected behavioural norms. They clearly point out the golden rules they have set about sharing, caring and respecting their environment. They are very confident and secure and older children support the younger children during the activities. They respond to lots of praise, support and encouragement from the childminder and are familiar with the routines and rhythms of the day. Children chat and discuss what they are doing and plan together for the next day's activities. They talk together and ask questions, sharing ideas. There is access to a range of books including dual language books, story books and sensory books. Children participate in lots of mark making with pens, pencils, paints and collaging. Older children write for a purpose when completing a questionnaire or writing their names on their work. Children discover a selection of natural materials in the treasure baskets and investigate wooden and metal objects. They learn about the life cycle of the caterpillar and make symmetrical butterflies linked to the story of the hungry caterpillar. They plant sunflowers and observe them growing. Children learn about the wider world and cultures through a visit to the museum and talk about the Egyptian culture, discover about mummies and write their name in hieroglyphics. Children play creatively and imaginatively in role play activities, they create their own drawings and pictures using a range of collage materials, paints and pens. They use the garden to play in fresh air and ride on bikes and trucks. Children visit museums, parks and nature areas to exercise and walk. They have sufficient space to move freely and safely and are encouraged to do things freely being aware of risks and safety procedures. Children assess the space they have to construct the train track and use mathematical language when they discuss bigger than, long, short and heavy. They tidy away and sort equipment into the clearly labelled storage boxes and count during everyday routine activities.

The childminder is fully committed to good quality care which actively promotes the children's health and well-being. Children are protected and safeguarded because the childminder understands what she needs to do in the event of a concern and has a written policy and procedure. The childminder helps children to stay safe in the environment and allows them to explore whilst promoting their awareness of dangers. She has all necessary safety equipment in place, a fireguard, a fire blanket and first aid items. Children understand about dangers and practice fire drills regularly. They are provided with healthy foods and learn about the importance of fresh air and regular exercise. The children play cooperatively and support and respect differences. The childminder is a good role model to the children being positive and calm in her approach.

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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