

Inspection report for early years provision

Unique reference number	EY315630
Inspection date	22/04/2009
Inspector	Susan Janet Lee
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2005. She lives with her husband and two children aged eight and nine in a semi-detached property in Farnworth, Bolton. The lounge, kitchen dining room, conservatory and bathroom on the ground floor are used for childminding purposes. There is a rear garden available for outdoor play. Access is gained to the property at the front of the house on the ground floor level.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll. The childminder is able to take and collect children from the local primary school and she is a member of the National Childminding Association. The childminder has a childcare qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides a safe and inclusive environment. She knows the children well and meets their needs effectively. Good arrangements are in place to keep parents well informed about the service provided and their children's daily activities and developmental progress. Effective systems are in place in relation to self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to work on developing links with other settings that also provide the Early Years Foundation Stage to ensure continuity of care and learning for children.

The leadership and management of the early years provision

The childminder organises space, time and resources to effectively meet children's needs and to help them gain independence. All required documentation is in place. The childminder has developed a range of policies and procedures and these work well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. The childminder has high regard for children's well-being as she attends training to further develop her childcare practices. She has also studied to gain a childcare qualification.

The childminder is a committed and enthusiastic childcare practitioner. She has completed a self-evaluation document to help identify strengths and areas for development. Parents are involved in the evaluation process as the childminder has developed a questionnaire to seek their views. The recommendation from the

last inspection has been successfully met. Written parental consent for emergency medical treatment is now in place and the childminder has developed a system to record complaints. Since the last inspection, the childminder has reviewed and re-organised toys in the conservatory to make it more child friendly. Future plans are well targeted to bring about further improvement to the setting and outcomes for children. For example, the childminder plans to continue to develop planning and assessment and she hopes to attend further training.

The childminder provides a warm and welcoming environment for the children and their families. She ensures that all activities are available and accessible to all the children in her care. The childminder has past experience of working in partnership with parents and other professionals to meet children's additional needs. The childminder shares good working relationships with parents. Recently completed questionnaires show that parents show that they are happy with the service provided, levels of care and activities afforded. Parents also comment that the childminder supports their wishes and that their children enjoy their time with the childminder.

The quality and standards of the early years provision

The childminder plans a wide range of interesting activities to help children develop across all areas of their learning. Effective systems are in place regarding planning and assessment. The childminder maintains a learning journal and children have individual development files which include written observations, examples of children's work and photographs to illustrate their enjoyment and achievement. The childminder is currently trying to develop links with other settings that also provide the Early Years Foundation Stage. The learning environment is warm and homely and is well organised and conducive to children's learning. Children's artwork and information for parents is on display and this helps to make environment bright and stimulating for the children and their parents.

The childminder spends time playing and talking to the children and she is spontaneous to children's interests. The childminder nurtures babies' attempts to communicate as she responds in gentle tones to reinforce early speech patterns. She listens to the older children when they speak and interacts with them to answer their questions and introduce concepts such as simple numbers, colours and shapes. The older children use language well to explain what they are doing, to ask questions and to converse with the childminder. The childminder shares warm relationships with the children and they clearly feel safe and secure in her care. The childminder follows the youngest children's individual daily routines and this helps to provide a secure and familiar environment.

The childminder acts as a positive role model to the children. She is sensitive to children's needs and she is polite and uses age appropriate strategies to manage children's behaviour. As a result, the children develop an awareness of what is expected of them.

The children have access to a range of natural play materials to help them to explore using their senses. The children respond to what they see, hear and feel as

they explore brushes, wooden spoons, pieces of material and ribbons, cones and shells. The children feel the texture of the brushes on their cheeks and hands. They explore the cones and turn them round and round. A baby bangs the wooden spoon onto a tin plate and listens to the sound it makes. The children have a strong exploratory impulse and explore their environment and toys with interest. The youngest children find out what toys can do by exploration and handling and they show an interest in toys with buttons and flaps and learn how to operate them.

The children enjoy a wide range of books. They enjoy imaginative play with a range of imaginative toys and small world resources. They are able to re-enact their own experiences to help them develop their understanding of the world in which they live and make sense of the world around them. The children develop hand eye coordination and their fine manipulative skills as they build castles and a train track. They set a train track up and add bridges and they then add the train and push it around the track and under and over bridges. The children use mathematical language in their play as they use simple number and positional terms such as over and under.

The children develop good self help skills as they eat their snacks, use the toilet, choose what to play with and help to tidy toys away. They are able to rest and relax according to their individual needs. The children have lots of opportunities to enjoy and develop their physical skills in the fresh air. Photographical documentation shows the children playing in the garden. They depict the children using the climbing frame and the slide, riding scooters and playing in the snow. Other photographs show the children horse riding, helping to plant trees at a local event and visiting a farm and a soft play centre. All such activities promote children's good health and physical development.

The childminder has a comprehensive written risk assessment in place in relation to the premises and outings and this helps to eliminate risks to the children. She has a secure understanding of child protection matters and procedures and this helps to safeguard children's welfare. The childminder actively promotes and exercises good hygiene practices to minimise the risk of cross infection. The children are well nourished and develop an awareness of health because the childminder provides a menu that is well balanced and nutritious. The children have recently planted a wide variety of vegetables in the garden. They are growing peas, potatoes, parsnips, carrots, sweet corn, onions, cabbages and peppers.

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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