

Inspection report for early years provision

Unique reference number	EY378059
Inspection date	27/01/2009
Inspector	Rosemary Killackey
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 2008. She lives with her partner and three children, aged three, six and ten in the Little Lever area of Bolton. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

She is currently minding two children in the early years age range. She attends the local toddler group and takes children to the local library and park. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder has a good knowledge of the children in her care, they are respected and valued as individuals. The learning environment and resources are readily available to all children, this helps to ensure an inclusive and welcoming service is provided. The childminder ensures children have many opportunities to experience a good range of interesting activities, which enables them to make progress in their learning and development. The professional relationships developed with parents, ensures children's individual needs and requirements are known. She has identified clear goals for the future to bring about further improvement. However, not all aspects of the welfare requirements are as yet fully implemented and links between observation, assessment and planning are in the early stages of being formalised to ensure children make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- continue to develop current planning, observation and assessment systems to ensure secure links with the six areas of learning are formed and use observations of children's progress to plan for their next steps in learning
- introduce a process for self evaluation to help to identify areas for future improvement as a means to ensuring continuous professional development
- update knowledge of the procedure to follow in the event of a safeguarding issue in line with the booklet 'What To Do If You're Worried A Child Is Being Abused'.

The leadership and management of the early years provision

The childminder ensures children's individual needs are met and that they enjoy the time they spend in her care, she demonstrates a good commitment to the ongoing development of her childcare service and her own professional

development. She has attended many training courses and is currently completing an NVQ level 3 in Childcare. She has embraced the introduction of the Early Years Foundation Stage (EYFS) and is familiar with the requirements. She is able to identify strengths in the service she offers and also has identified areas for further improvement, such as developing a self evaluation process and considering how parents may contribute to this. There are clear policies and procedures in place which enhance the welfare and safety of the children in her care and she is beginning to make effective use of observations to inform future planning and identify the next steps in learning for each child, although these are not as yet fully developed.

Partnerships with parents are effective in ensuring that information is shared and children's learning and development is planned for. The childminder encourages parental involvement through daily conversation and the use of daily diaries. She encourages parents to share information about their child, so that she is fully informed about their daily routines and starting points, which in turn enables her to plan children's learning and development appropriately. In addition, each child has a file containing photographs, examples of work and observations on children's progress. As a result, children receive an inclusive service which ensures that each child is able to enjoy and achieve.

The childminder fully understands her responsibility to safeguard children and has a sound understanding of safeguarding issues, which ensures children are well protected from harm or abuse, she is clear about her role and responsibility in protecting children, however, she is not as secure in her knowledge of who investigates child protection concerns. The childminder offers an inclusive play environment which is well organised and gives children many opportunities to play independently, they are able to access toys and equipment with ease and move freely and safely around the childminder's home. In addition children are further protected by the childminder having effective written risk assessments of the home and when children go on outings.

The quality and standards of the early years provision

Children are well supported in their learning and development as the childminder knows them very well and they have formed secure relationships with her. The childminder continually praises them in their play which helps children develop a sense of belonging and as a result they are confident, articulate children who have developed good levels of self-esteem. The childminder provides children with stimulating activities both inside and outside the home which help each of them make progress in all six areas of learning, for example, within the home they play with age appropriate toys, such as jigsaws, building blocks, glove puppets, musical instruments and read many books. Outside they play on the large equipment in the garden where they learn about the importance of exercise and fresh air being good for their health and when they go on walks to the park or to school they talk about the world around them, they regularly go on nature walks and more recently they collected leaves, brought them home painted them and used them to make a hedgehog.

The childminder promotes children's well being and active involvement in their own learning, for example, the daily environment is planned so that it is interesting and accessible to each child. The childminder plays and talks with the children constantly she sits with them at the same level, she listens and asks questions that promote their learning and development, such as when playing with the building blocks she introduced colours and letters and she asked how many blocks were in the tower. When playing with the animals she asked what sound does a sheep make and one child responded by saying 'baa', so promoting communication skills. The childminder uses every opportunity to promote children's learning, such as when drying hands they count how many fingers need to be dried. The childminder successfully promotes children's safety and welfare, although the provision for children's learning and development is not yet fully developed with regard to systems for observation and assessment

The childminder uses everyday routines to encourage children to develop a healthy lifestyle. Children learn about good hygiene practices and personal care as they wash their hands before eating and after going to the bathroom. The use of individual face cloths and hand towels help them to develop good hygiene practices and prevent the risk of cross infection. They begin to learn about healthy eating and are well nourished and hydrated as the childminder provides healthy home made food, such as home made soups and pasta bakes, fresh fruit salad and yoghurts. There is an effective written sick child policy which is shared with parents, and children with infections are excluded. Children begin to understand about risks and dangers in everyday situations, for example, they learn about road safety during their regular walks, they know that they wait for the green man to appear before crossing the road and that they stand away from the curb. Children are always fully supervised in their play, whilst being actively encouraged to develop safe levels of independence.

Children play well together they are well behaved and form good friendships. They show care and consideration for each other and are encouraged to develop good manners, for example, when one child said 'what' in response to the childminder's question she was reminded to say 'pardon'. Children are able to make decisions and take responsibility as they choose which toys they want to play with and help to tidy away toys before choosing something else to play with. They play with a good range of resources which positively promote diversity and the childminder successfully includes opportunities for children to explore different cultural traditions and celebrations within her planned activities. This helps children to be respectful and learn about valuing similarities and differences as a result children develop appropriate skills and confidence to support their 'well-being' in the future. All required documentation is in place and many written policies and procedures are available and shared with parents to promote children's health, safety, enjoyment and achievement.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.