

## Inspection report for early years provision

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**Unique reference number** EY101675  
**Inspection date** 10/06/2009  
**Inspector** (Kate) Kathryn, Jane Ryder

**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 was registered in 2002. She lives with her husband, with whom she co-minds and their two children, aged seven and 11 years old in the Failsworth area of Oldham. Access is to the front of the property which is located on the junction of two roads. The whole of the ground floor and first floor bathroom are used for childminding. There is an enclosed garden for outdoor play. The family have a pet rabbit.

The childminder is registered to care for a maximum of five children, and when working with her co-minder may care for a total of 10 children at any one time. She is currently caring for six children, five of whom are in the early years age group. The childminder has an early years qualification. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

The overall judgement of the setting is good. Children are very happy and settled. The childminder has effective systems in place to identify and meet their individual needs, and recognise their uniqueness. Planning and assessment procedures ensure children make good progress in their learning and development. However, observations are not yet fully effective in planning the next steps in learning.

In general documentation and children's health and safety is well promoted. The childminder works closely with parents and other professionals in supporting children's welfare and providing continuity. The childminder is committed to her on going professional development and regularly attends training events. There are no clear systems of monitoring the provision as yet, but the childminder has identified areas for improvement.

## **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 linking all children's observations and assessments to the EYFS and use to plan for the next steps in individual children's learning and development
- minimise the risk of the spread of infection by introducing more effective hygiene procedures at meal times, specifically in relation to hand washing and clean table surfaces
- make sure all records of accidents maintain confidentiality; in that third parties are not revealed.

## **The leadership and management of the early years provision**

The childminder has a positive attitude towards her professional development and since her last inspection she has gained an early years qualification. All required policies, procedures and documentation for the safe and efficient management of the setting are in place. However, accidents are not recorded confidentially. The childminder has a good understanding of the requirements of the Early Years Foundation Stage (EYFS). Children's development files are well kept and contain check-lists linked to the six areas of learning, evaluative observations, photographs and examples of artwork. At this stage observations do not fully identify the next steps in children's learning.

Parents are provided with good information about the childminders setting. They are given copies of all policies and procedures, usually electronically. They have access to their children's development files and other important information is displayed for them to see on a notice board, including information about the EYFS. The childminder is very aware of how links with others who may be involved in the care of the children, benefit the overall welfare of the children. She has worked closely with and followed the advice of specialists whilst supporting children with learning difficulties/and or disabilities.

The childminder takes appropriate steps to minimise hazards in the home environment. She has comprehensive risk assessments, covering all areas in the home and all the places children visit. Children are taught about road safety and fire evacuation procedures through routine fire drills, ensuring that they learn how to keep themselves safe. The childminder has good knowledge of safeguarding procedures which ensures she takes appropriate action in the event of any concerns and, therefore, protects children from harm. The environment is clean, warm and very well cared for. Resources, toys and equipment are of a good standard and help children make progress in their learning. Children learn to lead a healthy lifestyle through observing good personal care routines. They learn to wash their hands routinely after visiting the bathroom, but hand-washing is not consistently encouraged before eating lunch and tables where children eat are not consistently cleaned before lunch.

## **The quality and standards of the early years provision**

The childminder supports children's learning and development well. As a result, they make good progress towards the early learning goals. Activities are planned with children's interests and learning and development needs in mind. This ensures that each child enjoys the activities and are suitably challenged. The childminder gives good attention to children, the time she takes to talk, play and observe them enables her to monitor progress and development. On-going observations linked to the areas of learning provide detailed information about children's learning journeys. The playroom is well set out and children confidently make some choices about their play as they access resources from low level toys. This enables them to initiate their own learning and develop independence skills.

Children enjoy their time spent with the childminder as she engages them in a wide and varied range of activities, both indoors and outdoors. They enjoy spontaneous opportunities for story-time, choosing their favourite books and asking the childminder to read the stories. The childminder skilfully reads stories, making sure all children can see the pictures and be involved. She makes sure very young children find pleasure in books by engaging them in familiar rhymes, such as Incey, Wincey, Spider and joining in the actions. This helps to create a good foundation for future learning. Children are beginning to learn about numeracy in their day to day practice. This is promoted through regular counting during play. For example, children sing number songs and count the number of shapes they post in a shape-sorter. Children use their imaginations extremely well. They have fun dressing-up as doctors and nurses and learn to take turns, as one child pretends to be the doctor whilst another child is the patient. They negotiate roles and use the stethoscope and syringe to make one another better. Young children become absorbed in pretending to stir the tea pot, pour a cup of tea and offer it to the childminder. Children eagerly programme the karaoke machine for their favourite nursery song and confidently sing into the microphone. Young children are well supported in gaining new skills, for example, the childminder encourages babies to bear their own weight as she supports their arms and guides them to a walking aid.

Children are beginning to learn about boundaries and acceptable behaviour through the childminder's skilful behaviour management procedures. She calmly re-enforces messages about sharing and very successfully diverts children's attention away from unacceptable behaviour, such as snatching toys and screaming. Older children are beginning to be sensitive to the needs of younger children and pass them toys and show them how to turn the microphone on. The childminder's regular praise and encouragement throughout the day help children develop confidence and self esteem.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met