

## Inspection report for early years provision

---

<b>Unique reference number</b>	312255
<b>Inspection date</b>	14/04/2009
<b>Inspector</b>	Kay Margaret Armstrong
<b>Type of setting</b>	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 has been registered since 1993. She lives with her partner and their four children aged seventeen, fifteen, seven and three years old. The family have a pet rabbit and live in the Dunkinfield area of Tameside, close to local schools, parks and shops. The children have access to the ground floor of the property. Cloakroom facilities are available on the ground floor. The rear garden is available for outdoor play.

The childminder is registered to provide care for a maximum of four children at any one time, two of whom may be in the early years age range. There are currently three children on roll in this age group. The childminder also makes provision for children older than the early year age group as she is registered on both the compulsory and voluntary part of the Childcare register.

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

Overall the quality of the provision is good. The childminder provides a safe and happy environment, in which she encourages children's learning and development with enjoyable activities. The childminder effectively promotes inclusion and securely meets children's individual needs. She has good understanding of the Early Years Foundation Stage (EYFS) framework and is implementing most aspects of this very well. The childminder reflects on her childcare practice and demonstrates a positive attitude to continuous development.

## **What steps need to be taken to improve provision further?**

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

- use observations and assessments made to identify learning priorities and plan relevant learning experiences for each child
- develop a system to evaluate the provision and monitor outcomes for the children.

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

The childminder provides a warm and welcoming environment for children. She plans exciting and interesting activities to successfully promote their development. The organisation of the toys and resources provides an inclusive environment. This positively enhances children's independence as they are able to freely choose from a wide range of activities and toys which are readily accessible. Partnerships with parents and carers and others effectively contribute to the provision of consistent care for children. Parents receive written information on a daily basis regarding their children's daily routines, welfare needs and activities they have been involved in. Records and documentation are maintained in good order. A wide range of detailed and comprehensive policies and procedures are in place, which promotes

children's health and helps to safeguard their welfare.

The childminder prioritises safety and thorough safety checks are undertaken daily to ensure all areas of the home which are used for childminding are suitable, minimising risks to children. Children's safety is further enhanced as detailed risk assessments are carried out for each type of outing. Robust systems are in place to ensure children are safeguarded as the childminder has a good understanding and knowledge of the possible signs and symptoms of abuse. Children are fully protected as the childminder is clear of the procedure to follow in the event of any concerns arising.

The childminder has a positive attitude towards developing her practice and is beginning to evaluate the effectiveness of her provision. Since the last inspection the childminder has addressed previous recommendations. The children benefit as they now practise the emergency evacuation procedure on a regular basis. This ensures they know what to do in the event of a fire. The childminder competently identifies aspects of her practise for further development enhancing the care of children.

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

Children are happy, relaxed, have high self-esteem and they are developing independent skills in the care of the childminder. They make confident choices in their play as they have easy access to toys and equipment which are clearly labelled to help them recognize where items belong. This helps children to sort and to learn to take care of the resources. The childminder has a good understanding of how children learn and develop. For instance, she provides space for them to explore and investigate by themselves. The childminder makes good written observations of what children can do which are well supported by photographic evidence and clearly show children's good progress. However, she does not use her observations to identify specific aims for individual children or to inform the planning of activities.

Children are eager to participate in activities and focus well, developing good levels of concentration and becoming active learners. The childminder plans a wide range of activities and also encourages spontaneous play opportunities. She encourages and follows children's interests, providing good support to their learning. For example, children's understanding of numeracy and number names is promoted as they play, lining up cars in a 'traffic jam', they count how many cars they have and use mathematical and prepositional language correctly. Children take part in activities which promote their creativity; they paint, draw, sing, dance and play imaginatively as they dress up as super heroes, fairies and nurses. They make wonderful models with clay, which they are extremely proud of. They use a range of handed tools, which promotes their hand and eye coordination, for example, they use pastry cutters and different tools with great care and dexterity to make patterns in the clay.

Children enjoy playing in the garden and visiting the park where they can run around, practise climbing and balancing skills, fostering their physical development

and coordination whilst they have fun. Baby's physical development is actively promoted as the childminder ensures they have the opportunity to practise skills such as crawling and standing. Children's knowledge and understanding of the world around them is greatly enhanced through activities provided in the home and on outings. For example, they learn about life-cycles and nature as they plant bulbs and watch them grow. They talk excitedly about the farm they visited and how the cow licked their hands. The childminder has a positive attitude towards diversity and all children are valued as individuals and treated with respect. Children have access to a broad range of interesting books, resources and activities which help to develop their awareness of difference and traditions. For example, they celebrate different festivals and have great fun searching for Easter eggs hidden in the garden.

Social skills are well promoted through the use of good manners and clear boundaries for good behaviour. Minor altercations are dealt with in a calm and sensitive manner. The childminder speaks positively to the children offering appropriate praise and encouragement which promotes children self-esteem and confidence. Children are becoming aware of a healthy lifestyle as the childminder provides wholesome home-cooked meals and snacks. They are aware that fruit is good for building healthy strong bodies and they relish a selection of fresh fruits for their snack. Sensible measures and every day opportunities are used well to teach children how to keep themselves safe. For example, they practise road safety regularly and tidy away toys so that they are able to play safely.

## 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?	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](http://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
---	-----

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

## **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 the last inspection there have been no complaints made to Ofsted.

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.