

## Inspection report for early years provision

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**Unique reference number** EY387498  
**Inspection date** 18/06/2009  
**Inspector** Susan Lyon

**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 2008 to care for six children. She lives with her husband and adult son in a house in Oldham. The rooms and areas of the house used for childminding are the lounge, kitchen and dining area, upstairs bathroom and back garden. The childminder provides an out of school service from local primary schools. There are no pets in the household. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll.

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

Overall, the quality of the provision is good. The childminder has a good understanding of the Early Years Foundation Stage framework and instinctively provides a wide range of activities linked to all areas of learning. Detailed observation and assessment arrangements generally helps children make progress, although elements of these require further development. Children are happy and settled and enjoy themselves at the setting. Children's safety and welfare is promoted effectively. All children are included and their individual needs met well. The childminder demonstrates some capacity to continually improve the service.

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

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

- always use information from observations to identify the next steps in children's learning

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

The childminder demonstrates some capacity to continually improve her childminding as she self-evaluates her practices to bring about improvements. For example, she has started using the dining table for older children to eat and enjoy craft activities, she spends more time with children who have English as an additional language, in order to improve their speech and language and now uses the rear exit of the property when transporting children in the double buggy. These improvements have increased the safety, learning and enjoyment of children. Feedback is sought from parents as the childminder frequently asks them if they are happy with the care. Furthermore, the childminder attends ongoing training to increase her knowledge and skills, such as safeguarding and food hygiene.

An 'information for parents' policy helps the childminder work with parents, by recognising parents as the first educators and the importance of parents and childminder working together for the benefit of the child. New parents receive a wealth of information, such as a comprehensive range of policies, menus,

complaints procedure and the registration certificate is displayed. Detailed information recognising the uniqueness of each child is obtained from parents, such as consent for emergency medical treatment, likes, dislikes, preferences, who has legal contact with the child and who has parental responsibility for the child. In addition, children's individual needs are discussed with parents and recorded on child record forms, including health and dietary needs.

The provision has established some links with the local playgroup providing the Early Years Foundation Stage framework through the sharing of topics, such as 'Carnival week' in order to ensure progression and continuity of care and learning.

Children's safety and welfare is promoted well through detailed and thorough written risk assessments to premises and outings. Children are cared for in a safe and secure environment through several precautions being in place, such as safety gates and fireguards. Children are kept safe on outings through the childminder using reins and wrist straps. Furthermore, an emergency escape plan is in place and practised with children every term, keeping them safe whilst on the premises. Space and resources are well organised to allow children to move around freely and safely. All documentation is in place to ensure the safe and efficient management of the provision. For example, a daily register is kept up to date and a valid first aid certificate is in place.

Children are protected through the childminder's good understanding of her role in child protection and her awareness of the vetting of household members. All children are included in activities through the childminder changing or adapting the way play is provided to suit all levels of ability. The uniqueness of each child is recognised through discussions with parents and recording individual needs and routines. Children feel a sense of belonging as they are cared for in a warm and homely environment and their art work is displayed on the walls.

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

The childminder helps children to learn by spending time with children and skilfully asking them questions to make them think. For example, children respond with interest as she asks 'how many windows can you see?' and 'where's your nose?'. The childminder has a good understanding of the Early Years Foundation Stage framework as she instinctively provides activities covering all areas of learning, such as construction, mark making and role play. Children freely explore the rich learning environment as they look at posters showing letters, shapes and colours. They benefit from adult-led activities as they enjoy stories and looking at books with the childminder.

Children frequently use single and two-word utterances as they confidently say 'sit down' and 'apple'. Babies interact with others and often communicate by smiling. Children love to be outdoors as they show curiosity looking at birds and trees in the park. Young children ably press buttons to operate electronic sound and musical toys. They seek to do things for themselves as they put on their own shoes and coats. Children use number names as they count the bricks and sing number rhymes, such as 'hickory dock'. Babies make strong movements with their

arms and legs and good organisation of play areas allows babies to increase mobility safely.

Children move in a range of ways as they pedal bikes, climb steps to the slide and kick balls. They create 3D structures using junk boxes and spontaneously move from side to side as they show great pleasure in dancing to music. Children are active and independent learners, as they easily access toys of their choice and put resources back in the correct containers. Babies develop their senses as they explore and investigate treasure baskets containing sponges, wooden spoons and different textures. Detailed observation and assessment arrangements helps children progress, although information from observations is not always used to plan the next steps in their learning. Parents are involved in children's learning and development through daily chats and the childminder sharing children's observation files. The childminder treats children with great kindness and consideration, as a result children are eager to play and join in activities.

The childminder helps children to learn how to keep themselves safe through relevant discussions regarding road safety. Children benefit from fresh air and exercise, as they walk to and from school each day and frequently visit the park. An exclusion policy being in place and children using their own towels helps to prevent the spread of infection. Children stay healthy through good hygiene routines, such as washing hands after toileting and before food. Children are given healthy choices at meal and snack times, such as fruit, carrot sticks with dips and breadsticks. Children easily access water, which is freely available keeping their bodies healthy and hydrated. Children are happy and settled as they frequently chat, smile and laugh together. Through a range of art and craft materials, children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment. For example, they make lolly stick and pasta pictures and decorate paper plates.

Diversity is valued through the childminder respecting children's cultures and backgrounds through discussions with parents regarding children's home languages, visits to the mosque and providing special diets. A good range of play resources helps children become aware of the wider world, such as dolls, books showing different cultures, play figures and Asian cooking dishes for role play. Children are actively involved in making decisions as the childminder gives them choices at snack time. Children's behaviour is managed positively through being given lots of praise and the childminder calmly giving explanations and making boundaries clear, contributing to their confidence and self esteem. Overall, children are learning skills and knowledge, which are the building blocks towards their future economic well-being.

## 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?	3
The capacity of the provision to maintain continuous improvement.	3

### 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

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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