

## Inspection report for early years provision

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<b>Unique reference number</b>	EY280507
<b>Inspection date</b>	20/10/2009
<b>Inspector</b>	Judith Anne Kerr
<b>Type of setting</b>	Childminder

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## 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.

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## Description of the childminding

The childminder was registered in 2004. She lives with her husband and two adult children in the Salford area of Greater Manchester close to shops, schools, parks and public transport links. The whole of the ground floor and the first floor bathroom are used for childminding purposes. There is an enclosed rear garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for a total of five children on the Early Years Register. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to and from local schools to take and collect children. The childminder attends the local adult and toddler group on a regular basis.

The childminder is a member of the National Childminding Association and holds a recognised qualification in early years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A high priority is placed on valuing the uniqueness of each child. Beneficial procedures and practices contribute towards the safety and the welfare of the children although not all the necessary consents have been obtained. Purposeful partnerships with parents and others involved in the lives of the children ensure that everyone works together to support the children very effectively. The childminder places a strong emphasis on valuing each child and their family; a warm and welcoming environment is provided where everyone is accepted. Effective processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical treatment (Promoting good health).
- 27/10/2009

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

- ensure the next steps of children's learning are consistently predicted for all children and show clearly how they inform future planning.

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

The childminder demonstrates a high level of commitment to promoting children's safety and welfare. She has a secure knowledge of safeguarding procedures which contributes towards protecting children from harm and abuse. All adults in the household have been checked to ensure their suitability to be in close proximity to young children. Comprehensive risk assessments are completed for the premises and outings. These contribute towards monitoring hazards to children. Most of the required documentation and consents are in place. However, although the childminder has permission to take children to the hospital she does not have consent to seek emergency medical treatment. This is a requirement in regulations.

The childminder enjoys her role and has a high regard for children's well-being and her own professional development. For example, she attends ongoing training including safeguarding and food safety to further develop her knowledge and childcare practices. She is committed to the ethos of continuous improvement and continually looks for ways to improve her service. Parents and children are involved in the evaluation process as they contribute their views about her service.

A high level of importance is placed on meeting children's individual needs. The childminder provides an inclusive environment where all children can reach their full potential. Parents are provided with a wealth of information through daily discussions and detailed policies and procedures to keep them fully informed about the provision and their child's day. Positive working relationships are built with parents and their comments demonstrate they are extremely happy with the levels of care, service and activities provided. They say their children settle well in the 'warm and friendly environment' where the childminder 'provides love and security'. They are involved in agreeing children's starting points in relation to the early learning goals and kept continually informed about their progress. The childminder establishes partnerships with other settings to enable her to ensure consistency and continuity for children's care, learning and development.

## **The quality and standards of the early years provision and outcomes for children**

The childminder has a purposeful understanding of the needs of the children in her care and plans her routines accordingly. She shows a clear understanding of the Early Years Foundation Stage and the need to provide activities and experiences to support and extend children's individual learning and development. However, there are no systems in place to show how the educational programme is monitored to ensure a balance across the six areas of learning. Observations which are linked to the six areas of learning are undertaken and the next steps are sometimes predicted, but the childminder is not clear how to use these to plan for children's future learning. As a result, the links between planning, observation and assessment are incomplete.

A warm, welcoming and child-orientated environment is provided. A quality range of toys and resources, including lots of natural materials, are available which take account of the age range of children attending. These are easily accessible to enable children to make their own choices from the low-level storage. This encourages them to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do. The childminder plans a range of stimulating activities for the children which keep them well engaged. The children also benefit from activities outside the home which significantly enhance their experiences. These include outings to the park and toddler group. As a result, children have opportunities to feed the ducks, socialise with their peers and develop their physical skills.

Children are learning to communicate well as they join in rhymes, such as 'Incy, wincy spider' and 'One, two, three, four, five'. Regular story time sessions at the library promote language and literacy skills. Young children often choose a book and sit turning the pages or snuggle in with the childminder while she points to the words and reads the story to them. The children play well alongside one another and are beginning to share and take turns as they learn the 'rules' of waiting for their turn to select a card in the shopping game. They enjoy a variety of craft activities including painting, leaf printing and making windmills from folded paper and lolly sticks. Another popular activity is baking cakes and decorating them with icing. Resources including dolls, books and dressing-up clothes help to develop children's awareness of diversity. Children celebrate festivals, such as Diwali and Chinese New Year by making candles and dragons, tasting Indian foods, dressing up and trying noodles. They help to recycle waste materials. These activities raise their awareness of the wider world in which they live and caring for our planet.

Good hygiene routines and a strong commitment to healthy living are prioritised by the childminder. Children are gently reminded why their hands must be clean before eating to prevent the spread of germs. The childminder provides a healthy diet using fresh ingredients and ensures drinking water is freely available throughout the day for all children to quench their thirst. Even young children are encouraged to tidy up after activities so they develop an understanding that it helps to prevent accidents. Children practise the emergency escape plan to help them feel safe in the event of a fire.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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