

## Inspection report for early years provision

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<b>Unique reference number</b>	322700
<b>Inspection date</b>	04/11/2009
<b>Inspector</b>	Judith Anne Kerr
<b>Type of setting</b>	Childminder

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1990. She lives with her husband and adult son in the Astley area of Tyldesley close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house and the first floor bathroom are used for childminding. There is an enclosed 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 five children on different placements on the Early Years Register. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She walks to and from local schools to take and collect children and attends the local adult and toddler groups on a regular basis.

The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children settle well into the friendly, homely environment and benefit from the childminder's caring approach. The childminder's purposeful knowledge of the Early Years Foundation Stage (EYFS) enables her to provide an inclusive environment where all children make good progress in their learning and development. Effective partnerships are forged with parents and links are being made with other early years providers to promote consistency and continuity for children. The childminder monitors her provision as she is committed to ongoing improvement.

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

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

- further develop the procedures for sharing relevant information with other professionals to ensure effective continuity and progression for each child
- ensure observations and assessments are used to identify learning priorities and plan relevant and motivating learning experiences for each child.

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

The childminder is aware of the potential signs and symptoms of abuse, and the importance of her role in protecting children. She has a clear policy outlining her procedures, and makes parents aware of her responsibility to report any concerns she may have. There are thorough risk assessments which take account of the indoor and outdoor environment so that hazards are minimised. In addition, there are risk assessments for all outings that the children undertake. The relevant

checks have been completed by Ofsted for all adults in the household. All the required documentation to help keep children safe is in place and well organised.

The childminder accesses training relating to the EYFS to update her knowledge and improve her practice. She maintains a valid first certificate to enable her to administer the correct treatment in the event of an accident. The recommendation from the previous inspection has been met in order to further increase the information available for parents. The childminder has completed a comprehensive self-evaluation document to help her evaluate her childminding service. As a result, she has identified areas for improvement, which she feels are, and should be, continually ongoing. These are mainly in line with the findings of this inspection.

Partnerships with parents are strong as the childminder values their contribution as partners in their children's care and learning. Detailed policies and procedures, together with daily discussions, ensure they are well informed about her working practices and occurrences within their child's unique day. They are involved in identifying children's starting points and also their ongoing learning. Parents are happy with the service provided and say their children 'settle in really well' with the childminder and that she provides an 'excellent stable, caring environment'. The procedures for sharing relevant information with other professionals are not fully developed.

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

The childminder is developing a good knowledge of the EYFS. She shows a clear understanding of the early learning goals, and the need to provide activities and experiences to support and extend children's 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 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.

From the moment children and parents enter the childminder's house, they are all made to feel welcome. Resources are stored within reach so that children can help themselves and initiate their own play. Children are able to move between the indoor and outdoor play areas, and enjoy spending time in the garden playing. In addition, they look forward to outings to feed the ducks and to the toddler gym where they slide, climb and crawl through tunnels. Mathematical skills are well promoted as children play. For example, the childminder counts with the children as they stack the bricks or helps them to recognise the numbers on the houses they pass on the way to school. Children match the threads to the colours of the beads and sort the bricks by colours. They count out how many children are present and how many plates are needed for lunch.

Children speak confidently, are keen to learn and try out new ideas. They enjoy experimenting with different materials, such as tissue paper, ribbon, felt and paint.

Popular activities include making mosaics for the windows and cards for special occasions, such as Easter and Father's Day. Children explore the world around them as they visit toddler groups, interact with other children and learn to cooperate, share and take turns. Other cultures are respected as children create pictures of people with different skin tones and discuss varying styles of dress. Resources, such as books, puzzles, dolls and disabled figures help children to develop an understanding of the wider world.

Mealtimes and snacks are social occasions when children sit round the table together and enjoy healthy, nutritious food. Children are consulted about menu planning and are given choices, such as the exact contents of their sandwiches. Hand washing is incorporated into the daily routine and regular discussions about germs help children understand the underlying concepts of good hygiene practices. Good procedures are in place to raise children's awareness of personal safety. For example, they are made aware of the correct procedures to follow when crossing the road and practise the emergency evacuation procedure to ensure they know what to do 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	3
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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