

## Inspection report for early years provision

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<b>Unique reference number</b>	EY218149
<b>Inspection date</b>	09/12/2009
<b>Inspector</b>	Victoria Gail Halliwell
<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.

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 has been registered since 2002. She lives with her husband and adult daughter, in Ramsbottom, Bury, close to shops, parks and schools. An extension and conservatory have been built onto the property, specifically designed for childminding purposes. In addition, the children have use of a large living room and kitchen on the ground floor. The children have access to a fully enclosed rear garden, which is easily accessible from the playroom. Access to the premises is at ground floor level via a step and toilet facilities are located on the ground floor.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is available to provide care each weekday, on a full-time basis. There are currently four children on roll, within the Early Years Foundation Stage (EYFS), some attend on a part-time basis. The childminder also offers care to children aged from five to 11 years. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 satisfactory.

Children are happy and settled, individual needs are well met by the childminder who works closely with parents to ensure consistent care. Children demonstrate a strong sense of belonging and confidently explore a very well resourced child centred environment. The childminder routinely provides a good range of activities and experiences, which encourage children to learn new skills and make progress in their learning and development. However, records of children's learning and development are not sufficiently developed, consequently, priorities for children's future learning are not identified and planned activities are not based on observations of what children can do. The childminder has established a process of self-evaluation, but this does not accurately reflect the strengths and weaknesses within the provision, particularly in respect of the learning and development requirements.

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

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

- implement an effective safeguarding children policy and procedure which is consistent with Local Safeguarding Children Board procedures. This must include the procedure to be followed in the event of an allegation against a person living on the premises or working with the children (Safeguarding and
- 11/01/2010



welfare).

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

- develop knowledge and understanding of the Early Years Foundation Stage learning and development requirements, to effectively monitor children's progress towards the early learning goals
- develop sensitive observational assessments, that identify children's capabilities and individual learning priorities and use this information to plan for the next steps in children's learning, also include details of children's starting points to provide an accurate record of children's progress
- develop the self-evaluation process to further improve the quality of the provision for all children.

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

The childminder has a satisfactory knowledge of possible indicators of abuse and is clear about her duty to report concerns. She is aware of and would contact relevant organisations for advice if she was concerned about a child in her care but does not have a secure knowledge of her Local Safeguarding Children Board procedures. In addition, she does not have a procedures in place to follow if an allegation were made against herself or a member of her household, which is a specific legal requirement. Good systems are in place to ensure children's safety within the childminder's home, a detailed risk assessment is completed and prompt action is taken to minimise any identified hazards, consequently, children move around and play safely. Routine explanations help raise children's awareness of their own safety and how they can keep themselves safe, for example, when walking in the community.

The childminder is exceptionally well resourced and children benefit from a very stimulating and accessible nursery environment that supports their learning and development. As a result, children make meaningful choices about what they play with, they confidently explore their surroundings and utilize a wide range of resources, which help them make progress in all areas of learning. The childminder is well organised and with the exception of records relating to children's learning and development all required records are satisfactorily maintained. The childminder has completed a written self-evaluation, but is not fully aware of the learning and development requirements, consequently she is unable to securely identify areas for further development. Since the last inspection the childminder has attended a small number of training courses and has highlighted future training needs, but this is not reflected in the settings self-evaluation. Appropriate action has been taken in respect of previous recommendations, consequently, children are able to access their own drinks and records are in place to ensure the childminder operates in accordance with parent's wishes in the event of a child requiring medical treatment.

Children benefit from consistent care and routines. The childminder works closely



with parents and encourages them to share details of their child's care needs and routines prior to admission. Such practices help children feel safe and secure and settle quickly in the childminder's care. Parents are well informed about the childminder's policies and procedures at admission, although there is no system in place to share details of subsequent updates to policies. Written dairies complement daily discussions with parents and inform them about the activities children have completed and occasionally highlight achievements. However, parents are not encouraged to share what they know about their child's learning at admission. Parents are shown lots of examples of children's creative work and photographs of children engaged in activities, but the childminder does not share details of children's progress towards the early learning goals.

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

Children enjoy secure relationships with the childminder, who responds gently to meet their individual needs and creates a safe environment, where children can learn new skills and enjoy new experiences. Each child is valued as a unique individual, the childminder is mindful of children's abilities and provides lots of praise which promotes children's confidence and self- esteem. The childminder is a very positive role model who encourages more able children to be sensitive to the abilities of younger children and explains a younger child may not be able to sing the songs but can join in with the actions. Children are very well behaved, they are learning to value each other and have many opportunities to engage in creative activities or listen to stories, which help them learn about and appreciate diversity. Individual achievements, such as helping others are recognized and added to the prominently displayed celebration board.

Children make progress in all areas of their learning because the childminder provides an exceptional range of resources that children can access freely. Consequently, children are motivated by their surrounding, they explore the play materials provided and become active and inquisitive learners. Children benefit from a balance of planned adult led activities, such as baking or crafts and opportunities to play freely. Children's learning is further enhanced, by regular outings to places of interest within the community, such as local parks, toddler groups and soft play centres. Within the childminder's home children investigate how things work, and develop an interest in information and communication technology as they use developmentally appropriate computer software.

The childminder is broadly aware of children's individual capabilities, she is able to identify areas where children need additional support, for example, in developing language for communication and provides appropriate support and activities to help children make progress. For example, routinely repeating key words, introducing new vocabulary, responding enthusiastically when children say simple words and responding positively to their non-verbal communication. Older children communicate very effectively, they are interested in the written word and confidently re-tell stories to their dolls, pointing to relevant pictures to give meaning to their story. Story time, singing and mark making are a routine part of the children's day and help children develop key skills in communication, language



and literacy.

The childminder has some knowledge of the learning and development requirements for the Early Years Foundation Stage, but her knowledge is not secure. Consequently, records of children's learning and development are not fully developed and do not provide a clear record of children's capabilities or progress towards the early learning goals. A large collection of creative work and photographs provide an insight into children abilities and the activities they have completed. Occasional observations are completed but these often lack meaning, as they are not dated and there is no reference to the relevant area of learning or developmental stages. Records of children's starting points are not maintained so the childminder is unable to maintain an accurate record of children's progress towards the early learning goals.



## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure you are familiar with procedures to safeguard children from abuse or neglect (Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register). 11/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Compulsory Childcare Register section of the report (Arrangements for Safeguarding Children). 11/01/2010