

## Inspection report for early years provision

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<b>Unique reference number</b>	EY332568
<b>Inspection date</b>	05/10/2009
<b>Inspector</b>	Patricia Graham
<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 was registered in 2006. She lives with her husband, who is also a childminder, and her two children aged four years and one year in the Ardwick area of Manchester. The whole ground floor of the childminder's house is used for childminding and bathroom facilities are situated on the first floor. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of two children at any one time in the early years age range and when working with another childminder may care for five children in the early years age range. The childminder is currently minding one children part-time and one child full-time. The childminder is registered on the Early Years Register and also makes provision for children older than the early years age group which is registered on the voluntary and compulsory part of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder supports children with English as an additional language. The childminder is a member of a childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision of interesting activities and experiences support children's individual learning requirements enabling children to make good progress in relation to their starting points. A suitable awareness of the welfare requirements positively enhances children's care and well-being. Relationships with parents are established and a regular exchange of information is provided, which offers continuity of care for children. However, required information is not always obtained from parents. Suitable systems are in place to monitor the childminding provision and a genuine commitment from the childminder to enhance her personal development via training positively fulfils her role in maintaining continuous improvements in her childminding practice. This promotes positive outcomes for children.

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

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

- ensure fresh drinking water is available at all times to promote the good health of children. (Safeguarding and promoting children's welfare)
- 19/10/2009

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

- obtain information about children's home language to enhance awareness of

linguistic diversity to help children develop and use their own language in their play and learning

- develop systems to involve parents in their children's learning and development
- promote children's awareness of good hygiene practices by encouraging them to wash their hands at appropriate times in the day.

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

Safeguarding procedures meet requirements of the Local Safeguarding Children Board procedures. Children are further protected as a detailed safeguarding policy is shared with parents, which includes action to take following any allegations of serious harm or abuse. Risk assessments are thorough and detailed ensuring children's safety at all times. Good organisation of the home ensures the suitability and availability of resources to children. This is complemented with effective supervision from the childminder ensuring children are fully supported in their learning and development. As a result, they are happy, settled and make good progress in their learning.

Positive partnerships are forged with parents as the childminder takes time to talk to them about their child's individual needs and offers a flexible service to meet their work commitments. This promotes continuity of care for children. Adequate systems are in place for seeking relevant information from parents, which ensures children's care, learning and well-being. For example, information is sought about children's starting points enabling the childminder to provide appropriate activities to extend their learning. However, information is not consistently sought about children's home language. As a result, the childminder is not fully able to value their linguistic diversity. Parents are kept well informed about their child progress via daily diaries. However, systems are not fully developed to actively involve parents in supporting their child's learning and development.

Suitable monitoring systems enable improvements to be made which has a positive impact on the overall quality of the provision. For example, since the last inspection the childminder has successfully achieved a childcare qualification and has accessed an abundance of training enabling improved outcomes for children. She is realistic in what she can achieve and adequately identifies her strengths and weaknesses. As a result of this approach, the childminder has the capacity and drive to ensure further improvements.

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

Children are encouraged to learn through play as they access a good selection of interesting activities based on their individual interests. For example, children develop a repertoire of sounds and movements as they dance with gusto to the music and join in action songs. They explore musical toys and show interest in resources which incorporate technology as they press buttons to activate sounds

and flashing lights. As a result, children are learning about everyday technology, which provides them with early fundamental skills to secure their future learning. Children display good levels of concentration and begin to problem solve as they build towers with bricks and see how many they can fit into different sized bags. Consequently, they are gaining good spatial awareness. Children are supported in their understanding of numeracy as the childminder uses number names through play, enabling children to recite number sequences and this is further enhanced as number labels are displayed around the home. The childminder positively supports children's vocabulary as she talks to them at their level and provides a good range of books to promote their interest in reading.

Children develop good levels of independence as they self-select toys and resources from the suitable selection provided. They play cooperatively with friends as they engage in robust play and their social skills are further promoted through frequent outings to toddler groups enabling children to play alongside their peers. Children work collaboratively as they make Eid cards, which positively contributes to their awareness of diversity. Their awareness is further enhanced as they sample foods from around the world, such as Nigerian dishes.

A knowledgeable childminder recognises the unique abilities of each child through good observations. These are recorded in a daily diary which also highlights children's next steps in learning and effective planning across all areas of learning is successfully implemented. For example, the childminder carefully plans meaningful themes and topics with clear learning outcomes. This ensures children make good progress towards the early learning goals.

Suitable hygiene measures are in place enabling children to stay healthy. For example, the childminder has updated her food hygiene certificate and ensures safe preparation of foods. Children are encouraged to be independent with their personal care as tissues and wipes are readily available. However, hand washing is not consistently promoted, which poses a risk of cross-infection. Children are well nourished with home-made meals, which are freshly prepared, and their five portions of fruit and vegetables per day are successfully promoted through innovative reward schemes, which work extremely well in practice. Children are adequately refreshed with drinks provided at meal times, however, fresh drinking water is not available at all times. This is a specific legal requirement.

## 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	3
The effectiveness of safeguarding	2
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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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