

## Inspection report for early years provision

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<b>Unique reference number</b>	EY393147
<b>Inspection date</b>	29/10/2009
<b>Inspector</b>	Julie Firth
<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 2009. She lives with her partner, 11 year old son and two adult children in the Worsley area. Children have access to the whole of the ground floor except the main bedroom of the bungalow. An enclosed rear garden for physical activity and outdoor play.

The childminder is registered to care for a maximum of six children at any one time. There are currently 14 children on roll, of these two are on the Early Years Register. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register, to allow the childminder to care for older children.

The family have a pet lizard. The childminder supports children who speak English as an additional language, and those with special educational needs and/or disabilities.

The childminder can take and collect children from a local primary school, and she is a member of the National Childminding Association. She holds a National Vocational Qualification level three in play work.

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

Overall the quality of the provision is good.

Children thrive in a setting where they are valued as individuals and inclusion is well promoted. The childminder has a good understanding of the Early Years Foundation Stage (EYFS), and the underlying principles. Children make good progress in their learning and welfare needs in most areas are successfully met. On going planning ensure that activities are exciting helping children to develop good skills for the future. There is a very good working relationship with parents; they are consulted and involved, and kept well informed of their children's daily routines, care and learning. The childminder demonstrates a strong commitment to continuous improvement, and uses self evaluation effectively to monitor her service.

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

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

- develop the assessment system to chart children's progress towards the early learning goals
- continue to plan challenging experiences for children linking to the six areas of learning.

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

All aspects of documentation examined at inspection are in good order and organised to respect confidentiality. A good range of comprehensive policies are also available and shared with parents. Detailed risk assessments have been conducted for all areas of the premises used for childminding and for outings. The childminder has a secure knowledge of the signs and symptoms of abuse, and procedures to follow should she be concerned about a child's welfare. She keeps up-to-date with training .

The childminder has worked hard to provide a stimulating learning environment for children. Rooms are organised very well to enable children to experience different types of play. Educational posters and examples of children's art work are beautifully displayed. A good range of clearly labelled resources are available to allow children to acquire new knowledge and skills. The childminder uses self-assessment to monitor her practice. She has attended a large variety of training to develop her knowledge of childcare since registration. Training opportunities and plans for the future are well targeted. For example, she is keen to further enhance her planning of activities for children.

The childminder strives to provide a service that is inclusive to both families and children. New children are settled in gradually, and the childminder obtains all relevant information from parents to ensure welfare needs are met in practice. The childminder also works with parents to identify children's starting points, with regard to learning and development. Parents are asked to comment through detailed questionnaires and suggestion sheets on their children's activities and progress, and the childminder acts immediately on their responses. Information on the daily routine, play plans and the EYFS poster are clearly displayed on a large notice board for parents to view. Parents are very happy with the care their children receive. They have a positive view of the childminder and her assistant working alongside each other, offering children a relaxed homely environment where they can learn through play. A very good emphasis is placed on working in liaison with other providers of the EYFS that children attend. For example, when a child in her care attends a local nursery, the childminder has a book that is sent to the school and they both liaise and enforce the six areas of learning. She sees this as a valuable way of working in partnership with the setting to enhance the children's continuity of their learning and development.

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

Children clearly enjoy the time that they spend with the childminder and her assistant. Both have a caring and sensitive approach, which helps children feel, happy, safe and secure. The day is well organised to provide children with a good balance of rest, learning and play. Children benefit from first hand experiences, which encourages them to be active learners. Routines include a balance of adult directed and child initiated play. Young children are new to the setting and attend

only out of school at present. There fore, planning is on going and adapted to children's interests and progress. Children's development is monitored through written observations and photographic evidence for each area of learning. However, assessments are in the early stages and are not used effectively to identify children's progress around all six areas of learning. Children are involved in the planning, and questionnaires are given to them to ensure they are happy and have a good choice in their time spent with the childminder. She is clearly getting to know the children well, and makes good use of questioning to encourage them to become independent thinkers.

Children's independence skills are encouraged through daily routines. Such as, tidying away toys, putting on shoes and making friends with each other. They enjoy reading with the childminder and independently choose books from the local library. Writing materials are accessible for children to attempt to write their name and make marks. Furthermore, a variety of print around the room familiarises children with the letters of the alphabet. Older children have the opportunity to complete their home work in a quiet area. Children happily count in sequence, count in groups and learn the concept of weight. They recognise shapes and have access to a large variety of puzzles and games to help them sort and match.

Children have many opportunities to engage in role play as they play with small world toys and dress up. Detailed themes displayed around the room indicate children are involved in a wealth of crafts and collage activities. Children have many opportunities to develop their knowledge and understanding of the world. They have fun planting in the newly purchased green house. Outings in the immediate and surrounding locality such as the local park and museum are organised. Children visit the forest commission where they make jewellery, become involved in bug hunting and talk about wild life and keeping the environment green. They learn to operate the mouse as they move around the computer accessing educational programmes. By celebrating cultural festivals and accessing resources which reflect diversity, children are learning about the cultures and beliefs of others. The childminder recognises the importance of welcoming children with learning difficulties and disabilities into a sharing and inclusive environment. She works very closely with the parents, and devises an individual educational programme to enable the children to fully integrate within her setting.

Physical play outside is well promoted. Children thoroughly enjoy the time they spend outdoors running around in the fresh air, and testing out their physical skills on the interesting range of toys and equipment available in the childminder's rear garden. A water proof gazebo and clothing is also available to enable children to experience physical play throughout all weathers.

Children's good health is well promoted. The premises, toys and equipment are kept clean. Regular discussions take place about the importance of washing hands with soap to get rid of germs, which helps to develop children's awareness of the concepts of effective hygiene routines. Children enjoy healthy snacks and meals. They are taken to the local supermarket to choose their own fruits and vegetables. The childminder spends a great deal of time talking with them about the importance of healthy eating and how it effects different parts of their bodies. They have access to drinks at all times. The childminder holds a food hygiene

certificate which ensures that food preparation meets environmental health regulations.

From an early age children learn the importance of sharing and taking turns. The childminder and her assistant act as positive role models, and the frequent use of praise helps children feel good about themselves. Children are encouraged to keep themselves safe. A wealth of activities are provided to enhance their awareness of safety. They are reminded of rules and boundaries within the home and of the importance of not talking to strangers. Children regularly take part in emergency evacuation in the event of a fire on the premises. These are taken regularly and recorded in detail. Furthermore, the childminder has attended training for escorting children when outside the premises which reflects on children's awareness of road safety.

## 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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