

## Inspection report for early years provision

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<b>Unique reference number</b>	EY371623
<b>Inspection date</b>	14/01/2010
<b>Inspector</b>	Krystina Chitryn
<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 2008. She lives with her husband and adult daughter and daughter aged two years in the Salford area of Greater Manchester. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to care for a maximum of five children at any one time on the Early Years Register and the compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register to enable her to care for older children.

The childminder is currently caring for one child in the Early Years Foundation Stage. The childminder takes and collects children from local schools and pre-schools and provides out of school care. She attends various toddler groups and childminder groups and also visits the local library and parks 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 feel safe in the childminder's care and are respected and valued as individuals. They make good progress in their learning and development. The childminder has effective procedures to ensure the children's welfare and well-being are effectively safeguarded. Children's development is supported as they have access to a variety of activities that are exciting, age-related and support developmental skills. The childminder is aware of developing an excellent relationship with parents and others and recognises the importance of working together to promote high quality education and care. The childminder is an enthusiastic practitioner and demonstrates a strong commitment to continuous improvement. She provides parents with the opportunity to formally express their views and looks at ways of developing her practice through her clear self-evaluation.

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

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

- provide resources that show positive images of others
- ensure resources are easily accessible to the children.

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

The childminder has a professional approach and is enthusiastic and strongly committed to continually improving the quality of care and education she provides

for children and their families. The childminder regularly reviews the quality of her provision and evaluates her setting's strengths and areas for improvement. She consults with children, parents and other professionals as part of her self-evaluation process. The childminder ensures best practice is regularly shared with other childminders and early years providers. She targets improvements for further development and the promotion of positive outcomes for children and regularly attends training for her professional development.

Children's safety and well-being are appropriately protected through the childminder's understanding and care of good safeguarding policies and procedures. Clear documentation ensures the welfare of the children is met and this is stored confidentially. Effective risk assessments are recorded and reviewed for the home, activities and outings. The childminder organises her home and resources to meet the children's individual needs and promotes children's independence to enable active learning. Children are able to extend their play into the garden where the childminder provides a further range of challenging and exciting activities. For example, the children have planted sunflower seeds and learn about the growth cycle and how to look after the plants.

The childminder generally promotes an enabling and inclusive environment where children are learning to value different aspects of their own and other people's lives. However, there are few resources that show positive images of people from the wider world. She has developed her awareness of children who attend the provision by learning key words of the children's language to support them. Some toys and equipment are not easily accessible to the children and stored out of their reach. The childminder works very effectively with parents and other practitioners to support children. She shares information successfully with other providers on children's progress. Additional information regarding her service and childcare practices is also available for parents and they are provided with a parents pack. Comments on parents' evaluation forms and cards state that they are very happy with the quality of care. They feel confident that the children are safe and secure and are making good progress in their learning and development. Parents are provided with clear information about their child's progress towards the early learning goals and are actively involved in their child's learning journey.

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

The childminder demonstrates her good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This is demonstrated through her planning for the curriculum, assessments and interactions with the children. Assessments are of good quality and clearly demonstrate the progress that children are making towards the early learning goals. Starting points are clearly identified when children join the setting, and together with the childminder's observations, form the baseline to identify the next steps in learning for individual children. Children are very happy and confident in the childminder's home as she knows the children very well and has a good understanding of children's abilities, likes and interests.

Children's language and communication skills are skilfully developed as the childminder responds to the children's sounds and repeats words. She names objects and shows them to the children. As a result, children are offered appropriate challenges throughout the day to extend their knowledge and learning. The children sing and dance, and listen to songs, counting and doing the actions. They are encouraged to move freely and toys are placed out of reach so the children learn to crawl and exercise their muscles.

Children sit with the childminder and they look at books and are learning to turn the pages. The childminder takes the opportunity to further develop children's awareness of colours as they identify colours in everyday objects. The children are encouraged to develop their physical skills as they are learning to clap their hands. They have mechanical toys and are learning how to switch them on and off which helps them develop confidence with mechanical objects. A warm caring relationship is developed between the childminder and children and they are happy and well behaved.

The children are learning about boundaries and to care for one another as they are reminded to be careful of younger children. They learn about the ground rules which are reinforced by the childminder's calm, consistent and respectful manner. Children's knowledge and understanding of the world is enhanced as they learn to recycle items, and by considering the environment and how things grow by planting seeds in the garden. They have many interesting outings in the immediate and surrounding area.

Children are cared for in a warm, clean and well-maintained environment. Their individual routines are recognised and respected as information is shared with parents to enable good continuity of care. Clear hygiene routines are in place to ensure children's good health. Children are reminded of the importance of washing their hands before they eat their snack. They learn the importance of outdoor play and can freely access the outdoor area. Therefore, children can make independent choices about the area they want to play in. There is a variety of resources for children to use, such as sand trays, sit and ride toys and home corner equipment to support children's learning.

Children enjoy healthy nutritious meals, which are generally homemade using fresh ingredients. Parents are consulted about menus and children's likes, dislikes and dietary needs are taken into account. Drinking water is freely available to ensure that children remain hydrated throughout the day and they are regularly offered drinks. They are taught about personal safety and are learning to take responsibility for their own actions and are encouraged to tidy up after activities, learning that this prevents accidents. They practise emergency evacuation procedures on a regular basis and learn about the potential dangers of the road.

## 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	3
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	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	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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