

## Inspection report for early years provision

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<b>Unique reference number</b>	EY381525
<b>Inspection date</b>	17/05/2010
<b>Inspector</b>	Lynda, Margaret Ronan
<b>Type of setting</b>	Childminder

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

T: 0300 123 1231  
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 2008. She lives with her children aged five, nine and 12 in Northenden a suburb of Manchester. The whole of the ground floor is used for childminding purposes. There are bathroom facilities on the ground floor and the premises are suitable for disabled access. There is a fully enclosed side and front garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom, no more than three may be in the early years age group. The provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. There are currently two children on roll, both of whom are in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children enjoy their time with the childminder and are making satisfactory progress in their learning. The children are recognised as individuals and their care needs are generally well met. The childminder's communication with parents supports children's well-being and she is beginning to develop strategies to communicate with other carers and professionals supporting children in her care. The childminder has some understanding of her strengths and areas for improvement, she has not accessed training in order to improve her service.

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

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

- keep a daily record of the names of children looked after on the premises, their hours of attendance and the names of the children's key-workers (Documentation) (also applies to both parts of the Childcare Register) 31/05/2010
- include in the safeguarding procedure a procedure to follow in the event of an allegation of abuse being made against yourself or a member of staff (Safeguarding and welfare) 31/05/2010
- keep a record of a full risk assessment for each type of outing, which includes an assessment of the required adult:child ratios and review the assessment before embarking on each specific outing (Safeguarding and welfare). 31/05/2010

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

- further support children's independence by organising resources to fully support child-led activity
- increase knowledge and understanding of the statutory framework of the Early Years Foundation Stage and use this to identify children's next steps in learning and to assess their progress
- use a structured system to evaluate your practice.

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

The children are cared for in a well maintained home which is organised to meet their needs and to keep them safe. The childminder is satisfactorily able to describe how she safeguards children and the steps she would take should she have any concerns about them; however, her safeguarding policy does not include what she would do should an allegation be made against her and this is a breach of regulation.

The childminder has completed risk assessments for her home and for some activities, such as the use of a trampoline. She has given good thought to making her home safe and to keeping children safe whilst out of the home by, for example, providing fire fighting equipment and by closely supervising children. She involves children appropriately in keeping themselves safe, for example, children are able to describe why it is necessary to hold hands when crossing the road and why they should wash their hands before eating. However some special outings, such as, to indoor play areas have no records of risk assessments, though in discussion the childminder demonstrates she has given thought to keeping the children safe on these trips. It is a breach of regulation not to keep a record of risk assessments.

There are sufficient toys and they are chosen in general to offer appropriate challenge to children. The toys are rotated by the childminder to afford children differing experiences. The children do not have independent access to all the toys and this limits their ability to sustain and extend their independent play, consequently much of the play is adult-led.

The children grow strong and healthy as they have regular exercise outside in the garden and during weekly trips to indoor soft play facilities. They eat healthy nutritious food prepared from fresh ingredients by the childminder. The children generally observe good hygiene routines. The childminder has completed a paediatric first aid course and requests written permission from parents to seek advice or treatment.

The childminder builds relationships with parents by speaking with them on a daily basis and involves parents in their children's learning by sharing with them an all about me book containing photographs of activities and observations of what children can do. The childminder seeks information that allows her to meet each child's individual needs, such as details about the children's health and family culture.

The childminder does not have a rigorous method to monitor or evaluate her provision, which leads to some omissions in her assessment of her provision. She has a generally satisfactory overview of the provision and identifies some training courses that would help to improve weaker areas of her provision, though as yet she has not attended any. The childminder has been minding for ten weeks at the time of inspection.

Documentation is generally well kept to support the individual care and safety of the children, however, the childminder does not keep a record of attendance which is a breach of regulation. The purpose of a register is to monitor compliance with conditions of registration and to contribute to the children's safety.

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

The children make satisfactory progress in their development and learning as the childminder provides them with an interesting range of activities in the home and outdoors. The children are well supported by the childminder who plays along side them continuously. They are interested and challenged throughout the morning as they develop problem solving skills as they complete jigsaws and assemble a train track. The children learn about colour and texture painting and making hand prints, grow strong bouncing on the trampoline and use their imaginations to construct with large building blocks. The children regularly count throughout the morning assisted by the childminder. They have weekly focus activities based on the book of the week, which supports their understanding that print carries meaning and encourages a love of books. They also attend rhyme time at the local library and have access to technological games.

A good emphasis on being kind and using manners to show respect for each other, as well as, fulsome praise from the childminder for children's attitudes, acts of kindness and achievements contributes effectively to the children's confidence, high self-esteem and good behaviour.

The children enjoy some good challenges which help them to make the next steps in their development and learning, however, the childminder is occasionally too quick to supply a solution or answer rather than supporting sustained shared thinking to help the children develop analytical thought. For example, when the special paint provided for hand prints does not work effectively the childminder provides the answer by adding water to it, rather than letting children suggest and experiment to find how they could make the paint more effective.

The childminder has not attended training in the Early Years Foundation Stage and her lack of knowledge leads to weaknesses in planning for activities and the assessment of children. She makes good photographic and narrative observations of what children do but links these to wide themes within the Early Years Foundation Stage rather than the expectations of the early learning goals, resulting in a lack of focus for the next steps in learning for children. The children consequently are not making the maximum progress that they could in learning.

The children are very settled and content in the care of the childminder. The children develop an understanding of diversity as they read books which are bilingual and have positive images of different people in society.

Overall, the children are happy, confident and settled in the care of the childminder, and develop some skills which contribute to their development and well-being.

## 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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The extent to which children make a positive contribution	3
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:

- take action as specified in the early years section of the report (Documentation) 31/05/2010

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 early years section of the report (Documentation) 31/05/2010