

## Inspection report for early years provision

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<b>Unique reference number</b>	EY389447
<b>Inspection date</b>	19/02/2010
<b>Inspector</b>	Shaheen Matloob
<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 February 2009. She lives with her partner and three children in the Wardle area of Rochdale, Lancashire, close to shops, parks and a library. The whole of the ground floor of the home is used for childminding purposes. The family has a dog.

The childminder is registered on the Early Years Register. She is able to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends childminding support groups and the local Sure Start centre. She is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

The childminder generally has positive relationships with parents and recognises their role as central to the children's well-being. However, arrangements for parents to contribute and support children's learning and development are not established. The needs of children are generally well met, although assessments are not used effectively in order to plan motivating experiences to enhance these needs. The childminder has begun to introduce systems to identify areas for improvement, however, these are not fully implemented or robust in order to improve the provision and outcomes for all children.

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

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

- improve arrangements to encourage parents to be involved in supporting their children's learning and development
- develop self-evaluation processes to identify priorities for development that will improve the quality of provision for all children
- use observations and assessment to clearly identify learning priorities and plan relevant and motivating experiences for children.

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

There are satisfactory arrangements, including links with key agencies for ensuring the safety of children. A clear safeguarding policy is shared with parents and the childminder has appropriate systems in place with parents and others to safeguard

children. Suitable systems are in place to ensure children are not left unsupervised with unvetted persons. Dangers are identified and positive steps are taken to eliminate risks and promote children's safety.

Space and resources within the childminder's home are sufficiently well organised to enable children to begin to develop independence and individual routines promote care and development adequately. The childminder has attended some beneficial training and has also highlighted further training in order to develop her knowledge. Policies and procedures are shared with parents and used appropriately to promote the welfare of children. Records are clearly written and stored in a confidential manner.

The childminder adequately promotes equality and anti-discriminatory practice. She treats children with equal concerns and ensures that all children have access to the available resources and are able to take part in activities appropriate to their needs and abilities. The childminder has begun to introduce systems to reflect and self-evaluate. Currently she takes on board the views of parents through regular discussions. However, these systems are not fully established and do not clearly identify any areas for development and the impact these will have on outcomes for children and the overall provision.

Parents are made welcome and the satisfactory settling-in procedure ensures that children are secure and parental concerns are alleviated. They receive information about their children's care through verbal discussion and a daily diary, which has recently been introduced. However, they are less involved in contributing to their children's learning and development records and supporting their learning and development at home.

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

Children are broadly happy and settled and happily play independently and alongside the childminder's own children. They have access to an adequate range of activities which are readily available and give children the opportunity to self-select and time to play independently and explore their environment. Children benefit from routines that are consistent with experiences at home and in partnership with parents. This allows children to settle well and become secure. The childminder has an adequate understanding of the Early Years Foundation Stage and uses this knowledge to provide a range of suitable activities and play experiences. As a result children make satisfactory progress in their learning and development. Regular observations are carried out and used alongside assessments to track children's progress. However, assessments do not identify learning priorities therefore relevant and motivating experiences are not planned for children.

Children use role play equipment and their senses to explore and investigate. They show an interest in looking at books with the childminder as they sit on her knee. Children help to open the book, turn the pages and point to familiar objects. The childminder encourages children to join in by asking questions and praising them when they point to the correct picture. Children have space to move around freely

and show excitement as they move to music.

Children are cared for in a clean and well maintained environment and the childminder promotes the health and well-being of children through daily routines and procedures, to prevent the spread of infection. The sickness policy, which is shared and followed by the childminder and parents, ensures that appropriate action is taken when children are ill. Arrangements for pets ensure that they do not pose a health risk to children. Records indicate dietary requirements and preferences and children's individual needs are adequately catered for in accordance with parents' wishes. Meals are healthy and nutritious promoting healthy growth and development. Children have access to fruit juice and water throughout the day and enjoy fresh fruit for snack.

The childminder takes positive steps to promote children's safety and young children are beginning to develop a sense of security and confidence in the childminder's home. Satisfactory risk assessments and daily checks ensure that risks are minimised. The childminder also warns young children about potential hazards so that they avoid dangerous situations. Strategies, such as distraction and re-direction, are used appropriately to manage children's behaviour. Sensitive explanations help children to understand why certain behaviour is unacceptable. The childminder encourages children to say sorry to each other and good behaviour is praised and rewarded with treats, such as choosing activities and outings.

## 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:

- provide copies of written statements of safeguarding and complaints procedures to parents (Providing information to parents) (also applies to the voluntary part of the Childcare Register) 26/02/2010

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 above (Providing information to parents) 26/02/2010