

## Inspection report for early years provision

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<b>Unique reference number</b>	503847
<b>Inspection date</b>	25/02/2010
<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 has been registered since August 2001 and lives with her husband in a detached house in the Royton area of Oldham, Lancashire. Local amenities, such as shops, parks and playgrounds, as well as Royton town centre, are within walking distance from the property. The whole of the ground floor is used for childminding purposes and an enclosed garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able 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 range. She is currently minding three children in this age group.

The childminder collects children from the local school and attends playgroups on a regular basis. 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.

Children are cared for in a warm, welcoming family home where they are broadly happy and settled. The childminder works appropriately to identify and meet children's individual needs with parents, although parents are less involved in supporting their children's learning. Children make steady progress in most areas of learning, although assessments do not link to next steps or identify learning priorities. There are some opportunities for children to use everyday technology but these are limited. Overall, the childminder promotes children's welfare with some success and promotes their safety well. Since the last inspection the childminder has fully addressed previous recommendations. Steps taken to identify areas of weakness and improve the provision for children are likely to bring some further improvements.

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

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

- ensure that the records of the risk assessment contain details clearly stating when it was carried out and by whom (Documentation). 01/03/2010

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

- use observations and assessments and match these to the early learning goals, and identify learning priorities and plan motivating learning experiences for children

- develop the ways in which parents are able to contribute to children's learning and development records and support children's learning in meaningful ways
- develop opportunities for children to use information and communication technology and programmable toys to support their learning
- develop self-evaluation and reflection processes to identify areas for improvement and, therefore, improve outcomes for children.

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

The childminder promotes partnership working with parents and others and recognises her prime responsibility is to ensure that children have the right to be safe and protected from harm. Clear policies and procedures ensure the safeguarding and welfare of children and meet the required duties. The childminder has completed training and regularly updates this. Effective procedures are in place to identify children at risk from harm and to liaise and share information with appropriate child agencies.

Policies and procedures, including complaints procedures, are effective and regularly monitored and updated. The childminder has a commitment to continual improvement and continues to develop resources and her knowledge, which is used in practice to improve outcomes for children. The childminder has completed Early Years Foundation Stage diversity training and has a range of resources that represent the wider and diverse society. Children also develop their knowledge through celebrating the differences that make them unique individuals. All children and families are welcomed and treated with equal concern and respect. Children are provided with equal chances to learn and develop to their full potential. Their individual needs, including any additional needs, are met in manner that is appropriate and in partnership with parents. Self-evaluation is based on regular discussions with parents and identifies some areas for development, although these systems are not fully robust enough to effectively improve the overall provision for children.

Partnerships with parents are positive. Parents are provided with good quality information about the childminding provision through written records and discussions. The childminder recognises that parents are children's first educators and, as a result, this partnership has a positive impact on children's well-being and development. A successful induction and settling-in procedure ensures that children are able to settle and parents' concerns are alleviated. A two-way exchange of information keeps parents informed about their children's achievements, well-being and development. Regular discussions are used to seek the views of children and parents about the provision. Parents have free access to their children's learning and development records. However, opportunities for parents to contribute to these records and to support their children's learning and development are not robust.

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

Children are generally happy and confident in the childminder's company and say that they enjoy coming to her house, especially when they go on outings and meet up with their best friends. Children enjoy good relationships with the childminder and the individual attention they receive. The childminder has a sound understanding of the Early Years Foundation Stage and uses regular observations to assess and record children's progress. However, these records do not clearly identify the next steps in children's learning and observations are not matched to learning priorities. Overall, children make satisfactory progress in most areas of learning and stronger progress in others. Children have access to a good range of toys and play opportunities that are set out attractively at child height. This allows them to self-select and make choices about which activities they wish to play with.

Children engage in role play activities based on real life experiences as they talk about how they are making tea and cake. The childminder frequently interacts with children to promote their development and increases their knowledge of numbers as they discuss how many sugars they want and the number of cups needed. Children have opportunities to draw and make marks. The childminder encourages the recognition of letters as children have name cards and attempt to write their name and form marks which represent this. However, there are not enough opportunities for children to use everyday technology and use programmable toys to support their learning. Children actively demonstrate how they use their body to dance, move and pretend that they are a butterfly, and sing to themselves while they are playing independently.

Children's good health and well-being are promoted well, including steps taken to prevent the spread of infection, and appropriate action taken when children are ill. Children begin to understand and adopt healthy habits, such as good hygiene practices. For example, they know that they must wash their hands after using the toilet and before meals. Tissues are independently accessed and children know that they must put them in the bin and cover their mouths when coughing. The childminder provides a range of healthy meals and snacks, avoiding large quantities of fat, sugar, salt and additives in order to promote healthy growth and development. Meal times are used to promote social skills and develop children's understanding of healthy eating and its beneficial effects. This ensures that children make healthy choices about what they eat and drink. Fresh drinking water and dilute fruit juice are available and independently accessed by children throughout the day.

The childminder demonstrates a commitment to promoting children's safety and ensures that children are made aware of dangers both indoors and outdoors. As a result, children show a strong understanding of how to keep themselves safe both indoors and outdoors. For example, they explain that they must not touch 'big cutters' because they will cut themselves and that they must use 'little cutters'. Children are knowledgeable about road safety and know that they have to 'hold hands and wait for the green man'. Fire safety is effective. Evacuations are practised and clear records are kept and maintained. Children explain that when

the whistle is blown, 'you have to go outside'. Risk assessments are carried out regularly and appropriate safety equipment is in place. However, written records for the risk assessment do not fully meet the welfare requirements as they do not contain required details, such as the date and whom they were carried out by.

Positive strategies support, manage and promote children's behaviour. The childminder has reasonable and appropriate boundaries in place to promote behaviour and she consults children to help set these boundaries. Good and acceptable behaviour are rewarded with praise to encourage further positive behaviour and to raise their self-esteem and worth. As a result, children are consistently well behaved and explain that they are good because they share their toys and help the childminder to tidy up.

## 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	2
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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	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	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:	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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