

## Inspection report for early years provision

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| <b>Unique reference number</b> | 304329              |
| <b>Inspection date</b>         | 27/04/2010          |
| <b>Inspector</b>               | Rachel Ruth Britten |
| <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 1993. She lives with her husband and three children aged 21, 19 and 12 years. The family live in the Wheelock area of Sandbach. Most areas of the property are used for childminding purposes. There is a secure garden available for outdoor play. Family pets include one dog and two cats.

The childminder is registered to care for a maximum of five children at any one time, of whom, three may be in the early years age range. She operates all year round. There are currently three children on roll aged from two to six years. Two of these are within the Early Years Foundation Stage. The care for children aged over five years is registered by Ofsted on both parts of the Childcare Register.

The childminder has not completed required basic childminding training because she registered before training was required.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides good standards of care and teaching to every child on roll. The unique needs and stages of development for each child are known and they are making good progress because they feel safe, secure and stimulated. Overall, safeguarding policies and procedures are satisfactory. Partnerships with parents are trusting and links with local providers go some way to support consistent care and education. The childminder has completed the Ofsted self-evaluation form and has the capacity to continuously improve, but finds it hard to access training.

## 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 all policies and procedures required by the welfare requirements are effectively provided to parents, in particular those pertaining to complaints, safeguarding, behaviour management, equal opportunities, lost and uncollected children (Safeguarding and promoting children's welfare)(also applies to the compulsory and voluntary parts of the childcare register).
- 27/05/2010

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

- undertake regular and effective self-evaluation and review, in order to

- identify and plan continuous improvements to the childminding
- amalgamate summative assessments and next steps plans into children's observation records and consider how these reports could be utilised with parents and other providers to promote consistent care and education.

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

The practical steps taken to safeguard children are robust and effective. The childminder is vigilant and conducts frequent checks of the house and garden with good regard to the security of gates and doors and hygiene in relation to the dog. There are robust arrangements in place to cover emergencies, including a local emergency cover whom all the children know well. In addition, the children are well versed in walking and crossing roads safely and in getting out of the premises safely in a fire. The childminder carries a contact card explaining her job and all emergency numbers for the children and she has a notice by the phone stating her address following advice that this could be forgotten or needed by a person calling emergency services. Parent agreements and child details forms contain all necessary information and the certificate, insurance and information about how to contact Ofsted are displayed for reference. All adults living in the household are vetted although evidence of this was not sited with relevant parent information at the time of inspection. Suitable risk assessments, parental consents and registration, accident, medication and incident records are kept and used appropriately. However, policies have not been reviewed in the light of the Early Years Foundation Stage or Childcare Register requirements to ensure that parents are aware of all necessary procedures to do with safeguarding, equal opportunities, behaviour management and lost or uncollected children. The childminder has overlooked that copies of safeguarding and complaints policies must be furnished to the parents of older children.

The childminder was registered before the introduction of registration training for childminders and has overlooked that training in the core skills is required by the Childcare Register. Nevertheless, she has embraced the early years learning and development principles with enthusiasm. She has a good understanding of how the six areas of learning relate to everyday activities, routines and play and is providing well for children to progress. She has completed an Ofsted self-evaluation form but has not used this to identify clear actions for ongoing improvements to improve her practice and does not have ongoing plans. Nevertheless, she shows continuing commitment to know and meet each child's care and learning needs through genuine warm bonds with each child and their parents. She makes good use of online resources to gain new ideas and use technology with children. This is complemented with plenty of outdoor play and activities in the garden and local area and a wealth of creative crafts and role play. The childminder is committed to include and welcome every child and is able to recognise and cater for those with special educational needs and/or disabilities. She ensures that all children learn to value diverse cultures through project work about various countries. They are also taught to accept and value one another's differences.

The childminder forges warm, supportive relationships with parents from the outset. Many families have sent all their children here over a period of years. Daily conversations, photos and art work keep parents up-to-date with special things their child is doing and this is much appreciated. The childminder is providing informative learning journey observation records for each child, with annotated photographs of their activities and periodic summaries of their progress under the six areas of learning. Parents and children appreciate the records and children often take part in printing and putting entries in themselves. The childminder has not yet extended this as far as making joint plans for the child's initial starting points and next steps. The childminder knows local reception teachers and pre-school key-workers well and she works together with them to help children make the transition to new learning and social environments. However, she does not currently have parental permission to share the children's individual progress assessments and plans with other settings. These termly assessments are presently only shared with parents and are not yet used to maximise consistent and complementary care between all involved childcarers.

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

Each of the children attending make good progress from their starting points and enjoy positive relationships with the childminder. Their personal, social and emotional development is good because they are secure and nurtured, yet also enjoy a healthy balance of independence and choice. They know the daily routine and balance of time at school, pre-school, with relatives or with the childminder and love to choose themes and activities which reflect their current interests and link with what they are doing elsewhere. For example, they are investigating the orbits and cycles of the sun and moon, observing their movements across the sky and looking on relevant websites. They are making and painting planets and attaching orbiting moons to them. The children's creative, small motor skills and knowledge and understanding of the world are developing well through activities like these. At the same time, their skills in using technology, such as computers, cameras and printers are balanced with healthy, physical activity outside. For example, they walk in local woods with the childminder's dog, watching how the trees come into blossom and bud in Spring after the cold and snow of winter. Life skills to stay healthy and safe are simply woven into outdoor activities. The children learn to apply sun cream and wear a hat when the sun begins to get hot and get into the habit of shutting the garden gates and crossing at the new pelican crossing to keep themselves and the dog safe. Similarly, they learn to combine care and concern for people and animals as they report to the childminder if the dog has got hold of a sharp stick or make pretend drinks and meals for one another in the play house kitchen.

The childminder skilfully provides activities and play resources which can be enjoyed by children of various ages and stages of development. She ensures that children are encouraged to follow their interests without prejudice, as they dress up, perhaps as fire fighters when they have been discussing fire prevention and evacuation, or as they play with the construction bricks and small world people, acting out and resolving emotional issues that they are dealing with. The

childminder has plans for each child's next steps and weaves these into everyday activities. For example, preparation for moving to school is supported through simple chats when they visit the school to collect older children. Similarly, if colours need learning, the childminder builds this into favourite colouring activities and talks to other involved carers to ensure that they continue the learning in their setting too. If children are competitive, the childminder finds ways to channel this through fun and healthy activity, for example, staging their own Olympics, making medals to present and improvising skating, skiing and bowling activities. As a result, children have immense fun at the setting and their creative and physical health is good. The children are secure in their local environment, going everywhere on foot and gaining a concept of how long things take through using a clock and repeating daily routines. However, they also enjoy investigating the wider world through activities celebrating cultural events through the year. These, include American Thanksgiving, St. David's Day and Chinese New Year. They experiment with the language, the dress and the foods and customs of these and other events. Closer to home they learn how to help with simple domestic roles, enjoying baking and helping to fold the washing.

## 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

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|--|---|
| <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

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|--|---|
| <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                                | 2 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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:

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:

- complete a course approved by the local authority designed to enable the childminder to meet the requirements of registration (Qualifications and training) 27/05/2010
- take action as specified in the early years section of the report (Providing information to parents). 27/05/2010

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 (Providing information to parents). 27/05/2010