

## Inspection report for early years provision

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**Unique reference number** EY344785  
**Inspection date** 23/06/2010  
**Inspector** Shaheen Matloob

**Type of setting** 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 December 2006. She lives with her husband and three teenage children in the Fitton Hill area of Oldham, Lancashire. Local amenities, such as shops, schools and parks are within walking distance. Most of the ground floor of the childminder's house is used for childminding, including the bathroom on the first floor. There is a fully enclosed garden for outside play. The family have a dog and goldfish as pets.

The childminder is registered to care for a maximum of six 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. This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends a parent and toddler group and a childminding support group on a regular basis. The childminder holds a Diploma in Pre-school Practice.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, caring and stimulating environment, where they have the freedom to explore and move freely between the indoor and outdoor play areas and access a very good range of play activities and resources. Children's well-being and development is successfully promoted and they make good progress in their learning and development. The childminder has effective relationships with parents and values their input and engages in regular two-way exchanges of information to meet children's needs. Children have good opportunities to develop positive attitudes to diversity. The childminder has made good progress and has addressed all recommendations raised at the previous inspection; therefore outcomes for children have improved. There are some systems in place to identify the childminders strengths and areas for development although these are not fully established.

## 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 record of complaints and any subsequent action taken (Documentation). 28/06/2010

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

- develop the ways in which parents contribute to their children's learning and

- development records and support their learning
- improve self-evaluation and reflection systems to clearly identify the settings' strengths and to identify areas for improvement to improve the outcomes and the overall provision for children.

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

The childminder is committed to promoting children's safety and effective steps are taken to ensure that children are protected and kept safe from harm. She has a secure understanding of safeguarding issues and regularly updates her knowledge. The childminder is confidently able to follow relevant procedures and take steps when concerns about children's welfare and safety are raised, including how these will be recorded and reported. The childminder organises her home effectively and efficiently and children are able to move freely indoors and outdoors. Children independently access a wide range of resources and stimulating activities, especially within the outdoor area. Children are encouraged to recycle and paper is reused or put in for recycling and children are aware of which bins items, such as cans and food go in. Large cardboard boxes are reused so that children can construct on large scale. All required documentation is mainly in place, with the exception of a complaints record. This is a clear breach of requirements.

The childminder has a good understanding of children's backgrounds and effectively plans for each child's individual needs and learning requirements, using positive strategies, such as focused activities and support to meet these. The childminder actively promotes equality and anti-discriminatory practices for children and treats them and families with equal concern and respect. Children benefit from a good range of activities, resources and posters that provide positive images and examples of the diverse society in which they live, these help children to develop a positive attitude towards diversity and difference. Stereotypical views are challenged and all resources are available to children so that they have equal chances to learn and develop. The childminder uses regular discussions with children and parents to seek their views and takes on board their comments about her provision. She has suitable systems in place for self-evaluation; however these systems are not fully robust.

There are satisfactory arrangements in place to liaise with other providers and external agencies to ensure that the children's learning and well-being are supported. The childminder recognises the important role of parents as their child's first educators and has mutually supportive and established relationships with parents. This positive partnership has a positive impact on children's learning and development. Parents' knowledge and expertise about their child is valued and respected through the successful settling in process. Regular exchanges of information, such as verbal discussion and written records keep parents well-informed of their children's progress, development and well-being as well as an attractive display of photographs. Parents have free access to their children's learning and development records and there are some systems in place for parents to contribute to these and support their learning, although these are not fully established.

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

Children have a very good relationship with the childminder and are confident communicators. There are good opportunities to communicate and develop their language skills as the childminder frequently interacts with them, asking them questions to help them think and allows them to make decisions about their play. Children show increasing independence when selecting activities and happily play well on their own and become active learners. For example, children spend long periods of time engrossed in filling and emptying a small bucket with chalks, they also talk about the different lengths of chalk and how some are 'baby small' and discard these. The childminder has a secure understanding of the Early Years Foundation Stage and how children learn. Good quality observations and assessments of children's learning and identified next steps are used well to inform individual planning for children's needs. Planning is based on topics and themes and is flexible to adapt for spontaneous and child-led activities and interests. Tracking documents are used well to identify children's progress in relation to their starting points and capabilities and to show parents what their child has achieved.

The childminder is committed to promoting children's safety and takes effective steps to ensure that children are safe indoors and out and that furniture, equipment and toys are suitable and safe. Detailed risk assessments and visual checks are used very well to identify and reduce risks, preventing dangers to children. Children are secure, confident and self-assured in the childminder's home and understand how to stay safe both indoors and outdoors. For example, they confidently explain that they can not run into the road and that they have to hold the childminder's hand. They also know not to touch the cooker because 'it might hurt your hand'. Children are protected from the sun as the childminder reminds them to put a hat on, provides a parasol for shade and encourages children to drink plenty of water to remain hydrated. Children enjoy water play and use a wide range of resources and containers to fill, pour and measure. The childminder follows children's interest in dinosaurs and adds these to water play.

Established daily routines ensure that children's good health and well-being are promoted and prevent the spread of infection. Children recognise that they must wash their hands before eating and after using the toilet and point out that the childminder needs to wash her hands after a painting activity. Children understand that 'it will make you poorly' if you don't wash your hands and know that used tissues 'goes in that bin'. Children are well nourished and provided with a range of healthy and appetising snacks and meals, promoting their healthy growth and development. Children make decisions about what kinds of fruit they want and fillings for sandwiches. Children begin to recognise the importance of healthy eating and explain how 'strawberries are good'. They have good opportunities to engage in physical activity and have independent access to the spacious outdoor area and a wide range of equipment, such as wheeled toys and climbing equipment to develop their strength, coordination and control.

Children are encouraged to recognise emotions through drawings, such as sad and

happy and explain that they are happy. The childminder reinforces good manners encouraging children to say 'please' and thank you'. The childminder is able to uses positive strategies to manage a range of children's behaviour and agrees these with parents to ensure a consistent approach. Sensitive explanations are used to help children have time to think and understand why certain behaviour is not acceptable. House rules are displayed in picture form and children understand that 'you don't jump on furniture' and 'you sit at the table to eat'. As a result children are consistently well-behaved and polite.

## 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	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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

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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	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met