

## Inspection report for early years provision

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<b>Unique reference number</b>	EY268190
<b>Inspection date</b>	05/01/2011
<b>Inspector</b>	Shirley Monks-Meagher

<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.

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## **Description of the childminding**

The childminder, who trades as 'Kid D Care' has been registered since 2003. She lives with her adult daughter and their pet dog and cat in the Burnage district of Manchester. They are close to playgroups, two schools, a park and shopping facilities. The childminder employs a full-time assistant. She uses the whole of the ground floor of her premises for childminding purposes. This includes a dedicated playroom in the conservatory and toilet facilities. There are fully enclosed front and rear gardens available for outdoor play.

The childminder is registered on the Early Years Register and may care for six children under eight years at any one time. Three of these may be in the early years age group. When her assistant is present all six can be in the early years age group. Currently, there are 10 children on roll, seven of whom are in the early years age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The setting operates five days per week all year round. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The children are happy, secure and thrive at the setting. Effective policies, procedures and practice successfully underpins their safety and welfare. Children benefit significantly from the inclusive service which is effectively tailored to meet their individual needs. They are recognised and valued as unique individuals through the gathering of information from the adults involved with them, sensitive observation and assessment and appropriate support. An enabling environment allows them to explore, play and question in a secure and confident manner. The childminder continually builds on her achievements to secure better outcomes for the children in her care.

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

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

- develop further the system to help parents recognise their children's progress towards the early learning goals
- promote fresh drinking water for children.

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

The childminder has a good awareness of how to keep children safe and secure when in her care. Her secure understanding of child protection issues and her confidence in the procedures to follow ensures children's welfare is effectively

safeguarded. She conducts and implements comprehensive risk assessment and reviews them frequently to meet changing needs and continual safety. Premises are kept secure. The childminder seeks and records all legally required information, has clear agreements with parents and knows who may collect the children from her care. All her documentation is well organised and securely stored, maintaining confidentiality. Children are safe and secure.

Systems for self-evaluation are realistic and effective. The childminder reflects on her practice and listens to comments from parents, children and other professionals to ensure all who use her setting will benefit. She identifies and targets areas for improvement which will benefit the outcomes for children in her care, such as, her introduction of colour coded food preparation boards and the use of a temperature probe. As a result, children's health is better maintained. The childminder has a clear picture of how she wants her provision to develop. She attends training to promote her professional development, is a good role model and cascades knowledge to her assistant to ensure consistency in their practice. They work well together as a team to meet the children's needs. The childminder demonstrates a strong commitment towards promoting equality. She organises toys and activities to enable all children to participate fully. A bright, stimulating environment enables children to easily access toys and resources of their choice. Planned activities, resources, toys and books help to promote children's understanding of diversity.

Great importance is placed on meeting children's individual needs. Close working relationships with parents contribute effectively to the children's good progress. The childminder seeks effective information from parents which underpins her realistic and secure understanding of children's individual needs, abilities and backgrounds and ensures their needs are well met in practice. Parents are kept informed through a variety of sources, such as displays, policies and procedures. They are encouraged to look through their child's learning journey books to see the evidence of their learning. However, their progress is not yet summarised for parents. The childminder understands her responsibility to work with other early years providers the children may attend to ensure children enjoy consistency and continuity in their learning.

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

The childminder is warm and nurturing enabling children to establish close, trusting relationships with her. They demonstrate a strong sense of security in her care, confidently chatting to her, making their needs known and expressing their thoughts and ideas. Routines are consistent and help the children know what to expect next. The children develop a strong sense of belonging. Their work is displayed on the walls, they have their own equipment and they know where to find toys and resources. Children engage in a wide range of activities indoors and outdoors, they move around freely and safely, making choices, following their interests, increasing their independence and developing their initiative. These are skills and abilities which will benefit them in the future.

The childminder spends all her time with the children who have lots of opportunities to learn about themselves, each other and the wider world. Observation and assessment are integral to her practice and focus the individual support she provides as well as identifying children's future learning. The children are active, inquisitive learners who express their ideas freely during their play. They are motivated and eager to participate, spending their time in purposeful and meaningful play. For example, they perceptively mimic their world as they act out scenarios with role play toys and equipment, such as, trains, tracks, a farm and animals and the dolls house. They are persistent. They turn pieces over and around and select additional ones from the box to make constructions in the shape they desire and are confident to explain their actions to the childminder or her assistant. Children discover for themselves. They sort and handle a variety of natural materials as they explore treasure baskets and learn about texture as they handle cereals crunching them between their fingers.

Children mark make freely and confidently and handle books with care. They turn the pages, absorbed in the pictures and chatting about what they see. They take turns fairly in a matching game where they are able to identify some colours and pair some animals together. They know that they need Wellingtons to play outside in the rain where they pedal vehicles and manoeuvre them successfully around objects. They enjoy music and movement sessions where they are developing an understanding of the effects of exercise on their bodies. The children are becoming safety conscious. They practise emergency evacuation from the premises and understand that if there are too many toys out, it is a trip hazard. Good role modelling and routines help children develop an awareness of personal hygiene. They take themselves to the toilet and know which is their own towel, they use tissue to wipe their nose and cover their mouth when they cough. Nutritious snacks, meals and activities about healthy foods are helping the children to recognise and make appropriate food choices as part of a healthy life style. However, they are less aware of the importance of drinking water.

## 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	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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

<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