

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY405805    |
| <b>Inspection date</b>         | 11/01/2011  |
| <b>Inspector</b>               | Susan Lyon  |
| <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 2010. She lives with her husband and two children in Oldham. The rooms and areas of the house used for childminding are the lounge, conservatory, kitchen, upstairs bathroom and back garden. The childminder is registered to care for four children under eight years at any one time, of whom no more than three may be in the early years age range. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder provides an out of school service from local primary schools. There are no pets in the household. The childminder has a level three childcare qualification. There are currently four children on roll, of whom three are in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very happy and settled. The childminder has a secure understanding of the Early Years Foundation Stage. Detailed observation and assessment arrangements help the children make very good progress with their learning. The children's safety and welfare is promoted well and the uniqueness of each child is recognised effectively. Most documentation is in place. The partnership with parents and other agencies successfully ensure that the needs of all children are met. The childminder demonstrates strong capacity to continually improve the service provided.

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

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

- improve the information recorded in risk assessments to show any action taken to minimise hazards to children (Documentation) (also applies to the compulsory part of the Childcare Register) 12/01/2011

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

- include in the risk assessments anything with which a child may come into contact such as the heating arrangements in the conservatory.

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

The children are safeguarded well through the childminder's good knowledge and understanding of her role in relation to child protection. She is fully aware of the vetting of household members and parents are well informed of the childminders procedures. The children's safety and welfare is promoted effectively through detailed written risk assessments of the premises and outings. Daily checks and regular reviews of the risk assessments keep children safe. However, action taken to minimise hazards to children is not consistently recorded. This is a legal requirement which has not been fully met. Numerous safety measures are in place to create a safe and secure environment and effective measures keep the children safe when out walking. The emergency escape plan is in place and practised regularly with the children, contributing to their safety while on the premises. Space and resources are organised well to allow all children to move around freely and safely. Most documentation is in place to ensure the safe and efficient management of the provision.

The childminder constantly reviews her resources and practices in order to bring about improvements. For example, she has recently joined the local toy library to increase resources for children. Children are now involved in the local community as the childminder has introduced visits to toddler groups. Posters and pictures have been added to the play area creating a colourful and welcoming environment for the children. These improvements enhance the care and enjoyment of the children attending the setting. The childminder remains enthusiastic as she enjoys being around the children. Feedback is sought from parents as she asks them if they are happy with the care and acts on comments received. Furthermore, the childminder is fully committed and has attended ongoing training which helps her meet the diverse needs of the children. For example, she has attended training in asthma and epilepsy.

Children benefit significantly from the childminder working closely with their parents. Daily written and verbal information keeps parents well informed. Parents are welcomed into the setting through a series of visits to help new children settle in at their own pace. Parents are involved in children's learning and development through the sharing of observation files at any time. New parents receive a wealth of information such as a comprehensive range of detailed policies and an information booklet containing daily routines, outings and activities. Relevant information recognising the uniqueness of each child is obtained from parents, such as the language spoken at home, culture, health requirements and comforters. This enables the childminder to provide a very individualised service. The childminder has established strong links with local children's centres and other childminders providing the Early Years Foundation Stage framework in order to promote progression and continuity of care and learning for children. The childminder fully understands the benefits to children through working with other agencies by sharing information to help all children achieve and progress.

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

The childminder consistently interacts with children to help them learn. The childminder finds out what the child can do on entry to the setting and this information assists her to establish each child's stage of development. The childminder ensures each child makes good progress towards the early learning goals through detailed observations which clearly identify the next steps in their learning. Communication, language and literacy is fostered well as babies happily make sounds with their voices as they freely explore the environment. Young children frequently make single and two word utterances and children show an interest in toys incorporating technology as they press buttons to operate sound and musical toys. The children love to be outdoors and show an interest in the natural world as they explore Autumn leaves. Babies seek to do things for themselves as they competently pick up their cup to drink. The children use number names in singing and start to develop an understanding of one and two as they count the stairs. Babies use strong purposeful movements as they ably hold onto furniture and pull themselves up. They frequently reach out for, touch and begin to hold objects. Young children respond extremely well to what they see and hear as they maintain attention and concentrate on books and stories. The children successfully join construction pieces together and enjoy singing their favourite songs. Activities such as these support the children well to gain good skills for the future.

The childminder helps the children to learn how to keep themselves safe through lots of discussions. The children show they feel safe as they move around safely and confidently. The children benefit from fresh air and exercise every day as they play in the garden or walk to school. This develops their physical skills and supports a healthy lifestyle. Effective hygiene routines prevent the spread of infection. Posters displayed in the bathroom help the children understand the importance of hand washing. The children are given healthy choices at meal times and water is freely available throughout the day keeping their bodies healthy and hydrated. The children's personal, social and emotional development is supported well. For example, the childminder treats the children with kindness and consideration and as a result, the children have fun and enjoy themselves. They are active and independent learners as they freely choose resources and successfully help to tidy up. The children enjoy positive relationships with the childminder as they are often given hugs and cuddles. Good opportunities to explore natural objects and textures are provided for babies. The childminder promotes an inclusive service as she changes or adapts activities to enable all children to fully participate. Children learn to value diversity through themed activities, such as dressing up and food tasting for Chinese New Year. The childminder promotes positive attitudes to diversity through discussions about similarities and differences and the reasons for these. A good range of play resources, such as dual language books, ethnic dolls and chopsticks help children become aware of the wider world. The children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.



## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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

- take action as specified in the early years section of the report (Documentation) 12/01/2011