

## Inspection report for early years provision

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<b>Unique reference number</b>	404535
<b>Inspection date</b>	19/01/2011
<b>Inspector</b>	Sally Smith
<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 2001. She lives with her husband and child, aged six, in Heaton Chapel, Stockport. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two dogs.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children on a part-time basis, two of whom, are in the early years age range. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

She 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 childminder demonstrates a sound and robust knowledge of the Early Years Foundation Stage enabling her to fully support children's welfare and development. The partnerships with parents are good and are significant in ensuring the needs of all children are met. The childminder has not formalised her self-evaluation to record her strengths and areas for improvement. However, she is keen to enhance her own skills and the already good quality learning and development for all children in her care.

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

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

- ensure that information is obtained about who has legal responsibility and who has parental responsibility for the child. 17/02/2011

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

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

Children are well protected as the childminder is knowledgeable in respect of the indicators of abuse. She is fully aware of the importance of reporting any concerns and is conversant with the procedures to follow. These are shared with parents and carers so that all parties are aware of their responsibilities in protecting children from harm. The childminder and her husband have undertaken appropriate vetting procedures ensuring they are suitable to work with children. A detailed and generally suitable risk assessment is in place, although it does not cover everything that children come into contact with. However, a written risk assessment is conducted for all outings. Fire drills are practised ensuring that children can evacuate the house quickly and safely. Children play in a well organised environment where resources are easily accessible for children to select independently.

The partnership with parents and carers is a strength of the provision. Parents are regularly consulted and provided with regular information about the setting and their child's achievements and progress. They receive a reflective and detailed diary account of their child's day which is brought to life with photographs and comments. Parents also contribute, making it a very successful tool for sharing information. Most of the necessary consents are in place, for example, permission to seek emergency medical treatment for children if necessary. However, parents have not been consulted to establish who has legal and parental responsibility for their child.

The childminder attends local support groups to share ideas and good practice. In addition, the local authority and Sure Start also provide training and workshops. The childminder uses the knowledge gained to make improvements to her practice and introduce new ideas to stimulate children's interest. She has identified training to develop her skills in observing and assessing children's learning.

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

The childminder has a good understanding of the Early Years Foundation Stage and implements it well. She provides varied experiences to ensure that all six areas of learning are covered in equal measure. The childminder encourages children to follow their interests and make choices about their play. She tunes in to the different messages, sounds and signs that young children attempt to convey. For example, a child yawns and sits down quietly with a book. The childminder sits alongside, allowing the child to snuggle up whilst she reads the story and then says 'would you like a sleep now'. Good links with parents and carers enable them to play a positive role in their child's care and education. Information is shared so that the childminder can plan for their learning based on their interests. Observations also highlight what children can do and what they like to do. The childminder is beginning to link these to the development prompts within the six areas of learning but acknowledges that this is an area for further improvement.

Art and craft materials are easily accessible with a wealth to choose from, enabling children's creativity and imagination to run riot. Their completed work covers the walls in the kitchen and playroom making the areas look attractive and welcoming. Children enjoy playing with the homemade play dough rolling, moulding and shaping. Shaving foam in plastic wallets provides curiosity followed by exploration. Children press their hands on top and watch the imprints they make and then rub their hands over these so that the marks disappear. Various opportunities help children to develop their early mark making skills. For example, the childminder observes a child spill her milk and runs her fingers through it making patterns and swirls. Children learn about recycling as they place paper, plastic, cartons and cans in the clearly labelled boxes provided. Young children recognise what goes where by the pictures, whilst older children follow the written instructions provided. When out and about, children are taught to place their rubbish in bins and they walk regularly rather than use the car. This helps them to care for their environment.

Children enjoy musical instruments many of which are brought back from their holidays abroad. Children buy coconuts, drink the milk and eat the flesh before using the shells to make clip-clopping sounds. Meal times are promoted as positive times when children develop social skills, sit at the table with the childminder to enjoy their food and begin to understand the importance of making healthy choices. Snacks and meals are nutritious and include a range of healthy options. For example, children eat a selection of fruit accompanied by breadsticks or cheesy crumpets. Children engage in physical activity, often walking to the local park to run around or play on the large equipment. Consistent and positive interactions with the childminder help children to feel safe and secure.

## 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	3
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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### 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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