

## Inspection report for early years provision

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<b>Unique reference number</b>	316531
<b>Inspection date</b>	21/01/2011
<b>Inspector</b>	Frank William Kelly
<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 has been registered since 1992. She lives with her husband and adult-aged child close to the centre of Ramsbottom near Bury. The whole of the ground floor and the bathroom on the first floor is registered to be used for the care of the children. There is an enclosed area for children's outdoor play and the family have a dog.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. She is currently caring for six children under eight, of these five are in the early years age range. The childminder is registered by Ofsted on the voluntary part of the Childcare Register. She is also registered to care for children aged over eight to 11 years. There is one child in this age range.

The childminder is a member of the National Childminding Association and takes the children out regularly to join in local child-centred activities and visit places of interest.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A suitably structured day and well-organised home provides a safe and stimulating base for children to be. The childminder plans successfully to foster children's learning and development through a range of outings and play experiences. She demonstrates a commitment to improving her service through ongoing vocational training. Documentation is generally well organised. However, self-evaluation and management monitoring systems are still in the early stages. Consequently she is not fully meeting some aspects of the welfare requirements. She is aware of the need to work in partnership with significant others and has good engagement of parents to ensure that children's unique needs are known and well met.

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

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

- obtain information from parents about who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 04/02/2011
- ensure that written parental permission is requested at the time of a child's admission to the provision for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 04/02/2011

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

- refine the assessment systems to include parents and other providers, such as schools, so that what is provided can be used to further complement the education and care the child receives at the other settings
- develop further the activities that help children to know and talk about their own cultures and beliefs and those of other people
- develop further the self-evaluation process to identify and monitor targets for continuous improvement. Include monitoring systems to ensure that records and documentation are consistently maintained.

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

Many aspects of safeguarding are good with the childminder able to demonstrate a secure knowledge of the steps to take to protect children. She is clear about how to report any concerns she may have about a child's welfare. All adults in the home have completed a full vetting procedure and risk assessment is in place. On a day-to-day basis, she keeps her home very well organised and the children safe. Security is maintained and safety equipment, such as safety gates restrict young children's access to the kitchen. As they play, she helps children gain an understanding of how to keep themselves safe by gently reminding them to take care and not climb under the chair, in case they get stuck or bump their own or their friends heads.

Her home is very clean and she has good policies and procedures which she implements well in practise, for promoting the health of children. However, she has failed to obtain information about who has parental responsibility for and legal contact with a child, and she has not gained the written consent for the seeking of emergency medical treatment for some of the children. These are regulatory requirements.

The childminder's routines, space within the home and equipment is effectively organised to promote the daily needs and well-being of the children. Trips out are complimented by meals and rest times in the home. She provides a range of toys and resources that are suitable for age and developmental stages of the children, organising them so children can freely make their own choices and spread their play across the floor. Books and stories provide children with some images of the diversity within today's society. Some seasonal and cultural celebrations, such as Halloween and Christmas, are acknowledged. However, the childminder has not considered how she could use these events to provide the children with greater opportunities to talk about their own beliefs and cultures and those of other people.

Partnership with parents is relaxed and supported by the sharing of key information at the time of registration. This is used to help children settle and is further facilitated through daily discussions. Children's records of progress are

available and include photographs of the children to act as a pictorial record for parents. Letters from parents praising the care for their children indicate that they had been informed by the childminder that an inspection was imminent. This is reflective of the guidance made by Ofsted within its 'Are you ready for your inspection?' document and demonstrates the childminder's honest and open approach. The childminder is aware of the need to include parents and other significant carers, such as staff from school, in the planning and assessment systems. She intends to develop this further to support the children she is caring for.

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

Children are very settled and at ease with the childminder. There is a relaxed and happy feel within the home and children giggle lots as they play with their peers or cuddle up to the childminder for a story. This strong attachment and sense of security means that children's wellbeing is effectively promoted. It fosters children's inquisitive nature to become confident explorers of their world. Their behaviour is good as the childminder presents the children with a positive role model with which to follow. She is polite and uses gentle tones and simple explanations to help the children turn-take and share. For example, when one child invites her to join the play with bricks, she invites another who is not involved in the play to join them. She encourages them to share the different bricks as they build their individual models.

This type of support is used well by the childminder to extend the children's learning as they play. For instance, as she sits on the floor, she introduces simple counting of one and two when talking about the number of eyes on the models. She asks the children how many they have on their model, encouraging them to repeat the counting. Regular story times and singing are enjoyed by the children, and the childminder encourages the children to make choices of favourite books. The story telling allows for children to use language to talk about what they see in the book; share what they think and to discuss their home and family. The children are clearly familiar with a range of songs as two of them spontaneously join up together for a gleeful rendition, complete with actions, of 'row your boat'. The childminder praises the children's efforts, which in turn is promoting their sense of achievement and building their self-esteem.

The childminder uses her growing knowledge of the Early Years Foundation Stage to complete observations of the learning and development of the children in her care. She actively uses her assessments to help her plan activities which promote the children's next steps for learning. The organisation of the home and adult-planned activities ensure that the children enjoy and experience activities that fully span all six areas of learning. Outings form a core part of the children's experiences. The range of interesting trips and experiences provided by the childminder are exciting and fun for young children. They attend toddlers groups to socialise and enjoy a range of creative media. They enjoy regular outdoor play sessions which the children talk about with excitement and pleasure. For example, they recall with enthusiasm, running, splashing and brushing leaves up in the

puddles. They learn about growing vegetables and using tools, for instance, when making pumpkin lanterns. Children's understanding of promoting their health is further enhanced through their daily routines, such as washing their hands before they eat. They are encouraged to drink regularly to keep hydrated and they savour homemade meals, such as Sheppard's pie, followed by a dessert of yogurt and slices of apple, grapes and strawberries.

The children enjoy their play and are busy and purposeful as they go about 'making dinner' with the play kitchen. They have regular opportunities to mark make, explore buttons on toys and match shape sorters and puzzles. They learn about the wider use of technology in their world when out and about. For example, the childminder talks to them about the use of the pedestrian crossings or they visit the supermarket to print photographs from the digital printing machine. These activities along with the childminders enthusiastic interactions and support, are creating an enabling environment for young children, in which they are becoming enthusiastic learners and developing positive attitudes towards developing skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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