

## Inspection report for early years provision

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<b>Unique reference number</b>	501962
<b>Inspection date</b>	07/02/2011
<b>Inspector</b>	Lindsay Dobson
<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 1999. She lives with her partner and two children aged 17 and 10 years. They live in a semi-detached house in Radcliffe, a suburb of Bury. Schools, a play group and a park are within walking distance of the house. The ground floor of the home is used for childminding purposes and consists of a lounge, kitchen, dining room and conservatory. Bathroom facilities are located on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years. There are currently six children on roll of whom three are in the early years age range. Children attend on a full and part time basis.

The childminder is a member of the National Childminding Association. The family has two pet rabbits.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and friendly environment for all children and their families. Children enjoy an organised play environment and have access to a good range of play resources and learning materials. Children are safe and well cared for in the childminder's welcoming and inclusive home. Overall, the childminder has implemented the required policies and procedures, although some lack the required detail. The childminder is developing a good understanding of the Early Years Foundation Stage and she works successfully with parents. The process of self-evaluation is in its infancy, although the childminder has a sound understanding of the strengths and areas for development of her practice.

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

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) (also applies to both parts of the Childcare Register).
- 21/02/2011

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

- make effective use of children's observations, by ensuring they are regularly recorded, linking them to the areas of learning and identifying next steps to

- help plan for future development
- develop further the systems of self-evaluation, whilst considering ways to reflect more actively on practice in order to improve outcomes for children.

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

The childminder demonstrates a good understanding of safeguarding children. She is aware of the possible symptoms of abuse and knows the procedures to follow if she has concerns. The childminder has attended a safeguarding children training course and has clear supporting documents and literature available for reference. The childminder informs parents of her safeguarding responsibilities and shares her policies and procedures with them. A written risk assessment, daily safety checks and a good use of safety equipment ensure the suitability of indoor spaces, the garden, toys and equipment. This, combined with close supervision, minimises any potential hazards to children. However, the childminder has not included detail required by the Early Years Foundation Stage framework in her risk assessment records, which is a breach of regulations.

The childminder promotes equality and diversity by providing a fully inclusive setting and enabling all children to participate in activities. She is clear about individual children's stages of development and provides well for this. Children develop an understanding of difference through access to a sound range of resources and activities promoting positive images of ethnicity and disability. The childminder is informally self-evaluating her provision and is in the early stages of this. She is able to identify some of her strengths and areas for development and is ambitious about continually improving her provision. The childminder liaises with other childminders to share and seek ideas and support. However, the current system of self-evaluation does not enable her to actively reflect on her practice or set realistic targets to further promote the outcomes for children.

The childminder works closely in partnership with parents to ensure the care given to the children is consistent and appropriate. Parents receive detailed information about her provision including her policies and procedures. This enables them to be fully aware of the service she provides. In addition the childminder gathers detailed information about each child before they start to ensure she is fully aware of their individual needs. Verbal feedback is given to parents to keep them well informed about how their child has spent their day. The childminder also provides the parents of the younger children with a written daily diary to enhance the two-way flow of information. The childminder liaises well with other settings providing for children in the Early Years Foundation Stage, which promotes inclusion and continuity of care for all children.

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

Children are relaxed and settled in the childminder's care. They are curious and interested when engaged with the play materials. The childminder provides

resources to meet the individual needs and interests of the children cared for each day. She has a good range of resources which children can freely access. The childminder supports their play by getting further resources out for them when they ask or when she sees these will enhance the children's play and challenge. The childminder is aware of the need to complete observations and assessments on the children. She is clear about the children's stages of development and she uses the Early Years Foundation Stage guidance to support her knowledge. The childminder takes lots of photographs of the children engaged in exciting and fun activities. However, she is not effectively recording observations, linking these to the areas of learning or clearly identifying next steps to fully promote their future development.

The childminder has effectively labelled the home environment to enable children to understand that print carries meaning. She actively promotes children's understanding of communication, language and literacy as she sits closely with them looking at books. The younger children like to look at the cloth books which make sounds and they can feel the different textures. They develop their vocabulary through the conversations they have with the childminder and the songs and rhymes they enjoy singing. Children have good opportunities to develop their knowledge and understanding of the world through the range of experiences they take part in. They are currently celebrating Chinese New Year and have enjoyed eating foods such as noodles, rice, crackers and spring rolls. They have been making cards and joining in with the local children's centre celebrations. Children of all ages enjoy playing with electronic toys. For example, they use the globe, which enables them to fly a plane and look at countries around the world. They can see the animals from different countries and learn about various cultures. Photographic evidence shows the children visiting the Manchester Science Museum which stimulated lots of follow on play. For example, young children use binoculars to look around the childminder's home. Each day the children complete a weather chart and calendar with the childminder enabling them to make their own assessments of the weather for that day. The childminder has pet rabbits which the children are able to help the childminder to feed and they enjoy watching them through the windows as they play in the designated part of the garden. Children's physical development is promoted on a daily basis. Children visit the park; they enjoy playing on the climbing equipment, using the swings and feeding the ducks. The childminder has a well-resourced garden enabling the children to play and develop in a safe and stimulating environment. Indoors more able children develop their coordination as they use the 'wobble board' to get the balls into the holes and younger children have space to practice their early crawling and walking skills.

Children are supported to learn good basic hygiene skills through the use of effective hygiene routines. They are encouraged to wash their hands before meals and snacks and after going to the toilet. The childminder has displayed posters in the bathroom reminding the children to wash their hands, in order to minimise cross infection. The childminder offers healthy and well balanced meals for children, recording any allergies. Children have snacks of fruit and also have drinks of water available to them in their own cups throughout the day. They are offered nutritional light meals and children sit at the table during meal times, making it a very sociable occasion. The childminder ensures children are in a safe environment and teaches them how to stay safe by practising fire drills when at home and

through learning appropriate road safety when out in the community. The childminder clearly understands the importance of the use of positive strategies to support children's behaviour. She actively encourages children to share, take turns and be kind to each other. This helps to promote a happy and fun environment for all children.

## 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	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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 (Records to be kept) (also applies to the voluntary part of the Childcare Register). 21/02/2011

To comply with the requirements of the voluntary 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 (Records to be kept). 21/02/2011