

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404483
<b>Inspection date</b>	14/02/2011
<b>Inspector</b>	Krystina Chitryn
<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 partner, their two year old child and her partner's adult son in the Cadishead area of Salford. The whole of the ground floor and bathroom on the first floor is used for childminding. There is an enclosed back garden for outdoor play. The family have a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able to provide care for a maximum of five children under eight years. There are currently two children on roll, both in the early years range. She collects children from the local primary school and attends toddler groups. 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 satisfactory.

Children are happy and settled and cared for in a warm and welcoming environment and have developed positive relationships with the childminder. They make satisfactory progress in their learning and development through a varied range of activities. The childminder is beginning to reflect on the service she provides and demonstrates a steady capacity for continuous improvement. However, there are several areas for development including recording and documentation. The childminder establishes secure links with parents and shares information with them each day to ensure children's welfare needs are appropriately met

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

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

- obtain parental permission for providing emergency first aid treatment (Safeguarding and promoting children's welfare) 21/02/2011
- obtain written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare) 21/02/2011

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

- use observations and assessments to identify learning priorities and plan relevant motivating learning experiences for each child.

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

The childminder has attended training in safeguarding and demonstrates her knowledge to respond appropriately should child protection concerns arise. Sound policies and procedures are made available to parents. These inform them of her responsibility to protect children. Children are supervised at all times to ensure their safety and resources and the environment are safe and suitable. They learn how to keep safe within the home and on visits with gentle reminders about picking up toys so they do not trip over. The childminder keeps up to date with her first aid training and has most of the required records in place which enables her to deal with accidents and illness appropriately. However, the childminder does not have parental permission to provide emergency medical treatment to children. This does not fully protect children's health and safety and is a breach of a specific legal requirement. Annual risk assessments are in place and the childminder undertakes a daily risk assessment to ensure children are safe.

The childminder develops positive relationships with parents and shares information on a daily basis verbally and through the use of a daily diary. This ensures continuity of care for children. The childminder has a sound understanding of the children's individual needs and ensures they are challenged appropriately. The childminder has a general understanding of the issues surrounding equality and diversity and has recently celebrated Chinese New Year with the children so the children learn about the cultural diversity within society. However, the childminder does not plan around the use of ongoing observational assessments to inform planning for each child's continuing development.

Children play safely and in comfort as the sitting room is organised to ensure they can access toys and equipment and are able to make choices in their play and learning. Children have opportunities to play outdoors each day in the garden or as they visit the local park. The childminder has started to undertake regular self-evaluation and through discussion the childminder is able to identify her strengths and areas for development. She recognises the need to develop her provision of the Early Years Foundation Stage and planning for children's next steps in their development. She recognises the need to develop her provision by seeking further training courses and gaining support from the development workers.

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

The children are challenged in their learning as the childminder helps them to develop their language skills by asking questions and repeating words and providing a balanced range of stimulating activities which keeps them interested. The childminder sings with the children and they respond by clapping their hands and laughing. The children count as they build a tower with blocks and knock it down. Developing their skills in numeracy and construction. They look at the

fabrics in the dressing up box and feel the different textures. Children are competent with simple technology and are learning how to activate battery operated equipment with switches. This helps them to develop skills for the future and explore the environment. The children are encouraged to learn about their environment and listen and discuss the sounds of the birds flying over the garden. The childminder is aware of the need to establish links with other providers who care for children in the Early Years Foundation Stage. However, the children she cares for currently are young and don't attend other settings but she is aware of the need to liaise with other professionals.

The children are learning about acceptable behaviour and caring for others as the older child hands toys to the younger child. They are learning about acceptable behaviour and social skills. They are reminded to take turns, and share which enables them to develop skills for the future, and gain an understanding of the world in which they live. The children learn about differences and similarities; they celebrated Diwali and looked at the differences, tried new foods and talked about the festival. The children are generally learning about people who live in the local community. They have access to some resources which reflect positive images of our diverse society.

Children are happy and relaxed and enjoy a warm and affectionate relationship with the childminder. The childminder engages with the children, who respond to her questions and laugh with pleasure during a song, which ensures they feel valued. The childminder demonstrates a sound knowledge of the children's capabilities and builds on their interests. The childminder has a reasonable knowledge of the Early Years Foundation Stage and the six areas of learning. She provides a record of achievement for the children. However, the childminder does not record the next step in children's developments and this does not ensure they make steady progress towards the early learning goals. Sound photographic information is recorded about the children's activities.

The childminder has established good relationships with the parents and liaises closely in order to meet children's individual needs. Healthy lifestyles are promoted and children learn about good personal hygiene routines and are reminded to wash their hands. Children have daily opportunities to be active as they play in the garden or local park. The childminder provides healthy snacks and offers new taste experiences such as noodles and rice. Fresh drinking water is available at all times and regularly offered, which ensures the children remain well hydrated.

## 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	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	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	2
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	3

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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 stated in the Early Years Register (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 stated in the Early Years Register (also applies to the compulsory part of the Childcare Register) 21/02/2011