

## Inspection report for early years provision

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**Unique reference number** 500232  
**Inspection date** 08/02/2011  
**Inspector** Diane Turner

**Type of setting** 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.

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## **Description of the childminding**

The childminder has been registered since 1997. She lives with her husband and three children aged 22, 16 and four in a semi-detached house in the Cheetham Hill area of Manchester. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on this level. There is an enclosed garden for outdoor play to the rear of the premises.

The childminder is a member of the National Childminding Association and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years at any one time, three of whom may be within the early years age group. There are currently six children on roll, two of whom are within the early years age group. Their attendance is a mix of full and part-time places.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a very welcoming environment where meticulous attention is paid to promoting their health and safety. They are offered a good range of activities which foster their learning very well and systems are in place to monitor their progress. However, these are not fully developed. The highest priority is given to engaging with parents, ensuring children's individual needs are met fully and that the uniqueness of each one is valued. Good systems are in place to monitor the quality of the service and these are effective in identifying areas for future improvement, thereby enhancing the outcomes for children.

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

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

- develop further the system for monitoring and assessing children's progress in their learning and development.

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

The childminder gives the highest priority to safeguarding children. She has a comprehensive understanding of the possible indicators of abuse and neglect and she ensures parents fully understand her responsibilities in regards to child protection. For example, she explains why they must inform her of any injuries the children may sustain prior to attending. Tried and tested systems are in place to ensure children are only released into the care of those authorised by the parents and meticulous attention is paid to carrying out in-depth safety assessments. Highly effective action is taken to minimise any risks and this, alongside the childminder's highly effective hygiene procedures, ensures children remain safe

and enjoy robust health.

The childminder offers children a wealth of good quality toys and resources. These are extremely well-presented ensuring that the children are able to make free choices in their play. Low-level furniture and a coat stand at the children's height ensure they can reach activities comfortably and take responsibility for hanging up their own coats. Children's artwork, posters and photographs of them at play are displayed, making the environment very bright and welcoming. The childminder has good systems in place to enable her to accurately reflect on her practice and identify her strengths and areas for development. She is driven to continually improving her service. For example, she has successfully addressed the recommendation raised at her last inspection by fitting a radiator cover in the lounge and covering the drain in the outdoor area, thereby improving the safety of her home further. The childminder regularly attends training courses to improve her practice and often seeks advice from professionals at the local children's centre on how to improve the outcomes for children. Areas for future improvement are clearly defined.

Promoting equality of opportunity is at the heart of the childminder's practice. Comprehensive information is gathered about each child prior to the placement beginning, showing each one is valued highly. An extremely well-presented photographic record has been made of the available resources and daily routines, to aid communication with children who may have limited language. The children have numerous valuable and meaningful opportunities to celebrate both their own cultures and beliefs, and those of others. For example, photographs show them fully immersed as they celebrate Eid and Christmas. The childminder has strong links with various groups and agencies in the local community. She provides support for new childminders through her role as a mentor and is fully aware of the need to work in partnership with providers of other settings the children may also attend. However, the children currently attending are only cared for by the childminder. The childminder has excellent relationships with all parents. She provides them with very valuable information about her service, including copies of all the policies and procedures, and offers a flexible service tailored to their individual care needs. For example, providing a pick up and drop off service from and to their home. Highly informative daily diaries are used as a very effective two-way communication tool and questionnaires are used very well to gauge parents' continuing satisfaction of the service. All of which show they hold the childminder in the highest regard.

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

The childminder offers a good range of activities ensuring that each child takes part in enjoyable experiences across the areas of learning. She provides good support for the children as they play and interacts skilfully with them, with the children responding positively. For example, lots of laughter is evident as she plays peek-a-boo with the babies and they respond with surprise as she encourages them to look at their reflection. The children listen intently as the childminder reads stories to them and they enjoy discovering what is hidden under the flaps in

the books. The childminder gathers information from observing the children at play and takes photographs of their responses to the activities. These are used to keep a learning journey for each child. However, the childminder does not use the information fully to make regular summative assessments of the children's progress in each area of learning to ensure there are no gaps. The childminder identifies the children's next steps from her observations but does not use this to inform the planning of future activities.

From an early age, the childminder enables the children to explore a variety of mediums, such as dough, sand, water and 'gloop' encouraging them to use their imagination and to be creative. Treasure baskets are provided for babies who gain a lot of pleasure from exploring natural and found items. For example, they become fully immersed as they turn wooden rings around in their hands. Music plays a big part in the setting. A very good range of musical toys are available and the childminder initiates songs and rhymes, such as 'twinkle, twinkle little star', as the children play. Each week they take part in activities at the local 'rhythm and rhyme' group, with photographs showing them twirling ribbons as they dance. The children also have other valuable opportunities to extend their learning in the local environment. For example, they visit a children's farm to observe and feed the animals and they enjoy outings to museums.

The childminder gives the highest priority to ensuring the children feel completely safe and secure in her care. Achievable boundaries are in place to ensure they know what is expected of them and they receive constant praise for their achievements. Babies gurgle happily in response to the childminder, enjoying a cuddle with her and settling quickly for their nap. The childminder is meticulous in teaching the children to learn about and follow safe practices. For example, on outings they wear a wristband with the childminder's contact details in case they become lost. Visits to the local fire station are highly effective in reinforcing their understanding of what they should do in the event of a fire. The children enjoy daily opportunities to take part in robust physical activities, for example, the childminder provides waterproof clothing so they can access the garden in all weathers. Here they have use of a wealth of play equipment and resources, such as large building blocks, sand and water. The children regularly visit the local parks and they follow highly effective routines in their self-care. For example, they routinely clean their teeth after meals and they each have their own labelled hand towel to prevent cross infection. The children enjoy a wide range of nutritious home cooked meals and they are fully involved in drawing up the menu. Fruit is available at all times for the children to help themselves to and they are able to choose items they would like to see included when visiting the shops.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1

### 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	1
The extent to which children adopt healthy lifestyles	1
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

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