

## Inspection report for early years provision

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<b>Unique reference number</b>	EY343442
<b>Inspection date</b>	15/02/2011
<b>Inspector</b>	Anne drinkwater
<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.

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## **Description of the childminding**

The childminder was registered in 2006. She lives with her husband in the Ordsall area of Salford, Manchester. The ground floor of the childminder's house is used for childminding and there is a fully enclosed front garden for outdoor play. The family have a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over eight years to 11 years. In total there are two children on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She 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 have a sense of belonging and are happy, confident and safe in their surroundings. They are treated as individuals and benefit from a range of resources and activities which promotes some of their learning and provide regular contact within the local community. The childminder informally takes their individual interests and development into account. Planning, observations and assessments systems are developing and the childminder, through self evaluation, accurately identifies her strengths, weaknesses and areas for development.

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

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop further planning, observations and assessments so they can be used to assist in providing enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- build on existing partnership working by inviting parents to share their children's initial starting points and contribute to the ongoing observations of their children's learning to fully support and inform planning for the next stages in children's development
- ensure that there is a balance of adult-led and freely-chosen, child-initiated activities covering all areas of learning and anti discriminatory play available on a daily basis
- enhance systems for linking with all other providers of Early Years Foundation Stage to ensure continuity and consistency of learning needs for all children who attend these other settings.

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

Children are safeguarded as the childminder is familiar with the local authority's safeguarding procedures. The childminder is confident about the procedures to follow in the event of having any concerns about children in her care. She has permission for emergency medical treatment should the need arise and records appropriately any existing injuries. In addition she has achieved the highest rating in her recent food hygiene inspection and well written risk assessments are in place for the home. However these are not in place for any outings the children go on.

With the aid of a childcare development worker the childminder is still developing the children's portfolios and various methods for planning, observations and assessments to be able to incorporate children's next steps and ensure children reach their full potential. The childminder has one child that attends other early year's settings and has yet to discuss the child's development in school to be able to compliment what learning the child receives at the setting.

Record keeping is well written and organised with suitable formats in place to gather information about individual children's needs, such as, special diets and any medication. Parents receive useful information about the setting's policies and procedures, including behaviour management, health and safety. They exchange information informally each day with the childminder to ensure their children's care needs are met and comment positively about the care their children receive. However methods to give parents the opportunity to be involved in the children's learning are not in place.

The play resources available to the children are clean and well maintained but do not always reflect all areas of learning and anti discriminatory resources and activities covering all areas are not always planned or accessible. The childminder does not have any children attending that have any special educational needs and/or disabilities. However, through her policies she was able to demonstrate a suitable knowledge and understanding about how she would include any children that may attend. In addition she comments she would like additional training to be able to fully meet the needs of children with disabilities should they require her care. Through her written self evaluation she accurately identifies her weaknesses and the need to drive improvement and meet the needs of the children in her care.

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

The children have very good relationships with the childminder and they are happy and settled in her care. She is very patient and responsive to each child's individual needs and she ensures they feel comfortable and secure.

Children's play is somewhat supported as the childminder responds to their spontaneous ideas and activities take into account their individual interests within a daily structure which includes free play, rest periods and outdoor activities. The childminder offers children a selection of resources within the setting and a variety of experiences in the local area, which impact on some areas of their development.

For example, children develop physical skills and confidence during their play in the garden or walking to the local parks, community cafes and library. Within the setting, children's sense of belonging is fostered by attractive displays of their work and individual photographs in their portfolios. Posters displayed promote their learning of numbers and letters. Younger children enjoy role play with a range of props in the play kitchen, selective children's television programmes give them an understanding of the wider world and give opportunities to learn basic sign language to give them skills for the future. The childminder and children plant fruits and vegetables in the garden which helps children develop knowledge of the world around them.

Children's self esteem increases as they receive regular praise and encouragement. They are well behaved and respond positively to the childminder's routines and consistent boundaries. She knows the minded children well and methods used for behaviour management are appropriate to their ages and understanding. They are beginning to learn about healthy lifestyles. Through example and posters they begin to understand the reason for cleaning their hands. The childminder provides all meals for the children and is fully aware of any dietary needs they may have. They enjoy healthy home cooked meals which consist of meats, vegetables and dairy products, drinks are accessible at all times. Children are active or restful through choice and sleep in-line with their individual needs and parent's wishes. They are taught the management of pets to ensure their health is not compromised.

## 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	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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:	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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