

## Inspection report for early years provision

---

|                                |              |
|--------------------------------|--------------|
| <b>Unique reference number</b> | 312194       |
| <b>Inspection date</b>         | 04/03/2011   |
| <b>Inspector</b>               | Kath Harding |
| <b>Type of setting</b>         | Childminder  |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 1990. She lives with her husband in Droylsden, Manchester. The whole of the downstairs of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a fish as a pet.

The childminder is registered to care for six children at any one time. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. A well-developed knowledge of each child's individual needs enables the childminder to successfully promote children's learning and welfare, with an area of practice being outstanding. She has a strong partnership with parents and has strong links with other local providers. The childminder has a positive attitude to improvement and has good systems in place to evaluate her practice in most areas.

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

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- update the record of risk assessment to include any assessments of risks for outings to ensure children's safety
- ensure the systems to record the details of arrival and departure times of visitors are in place

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

The childminder has a good understanding and knowledge of safeguarding procedures. She has attended training on safeguarding issues and has a safeguarding policy which she shares with parents to ensure everyone is aware of her duty to protect the children in her care. She closely supervises the children in her care and knows of her responsibility to ensure that all people living in the house are suitably checked. However, there is no system in place to record visitor's times of arrival and departure and there are checks in progress with regard to one household member. Written risk assessments are undertaken which include the

different areas of the childminder's home and the garden. This helps to keep children safe and ensure effective actions are taken to manage and eliminate risks. However, the childminder has not conducted risk assessments for different outings that children take part in.

The childminder knows the children very well and has a good understanding of issues relating to equality and diversity, as she provides a service that ensures all children and their families are included and treated with concern and respect. Children are able to express their views and opinions and these are used when making decisions about the planning of activities. The childminder undertakes regular observations of children's progress but this does not yet link into planning for individual children's next steps. The children's colourful folders contain photographs, observations and art work and show how children make good progress in relation to their starting points.

Partnerships with parents are strong. Detailed information is sought from parents regarding their child's routine, care needs and particular preferences and interests, all of which are recorded and acted upon by the childminder in a consistent way. Parents are involved in contributing their views and suggestions via questionnaires and informal chats in order to bring about future improvement. Parental comments include 'I would not change a thing with my childminder'. 'My children are more than happy'. 'My children's social skills are fantastic due to the childminder'. 'I am very happy and pleased with the excellent care provided for my child'.

The childminder is highly committed to and understands the benefits of working in partnership with others. She demonstrates a good commitment to continuous improvement as she reflects on how to improve her service. She obtains advice from other practitioners and development workers to help improve her practice.

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

Children are very settled, happy and confident in the childminder's home. The childminder places high priority on children learning about safety as she encourages them to explore boundaries in a supportive environment. They discuss road safety and the dangers of running indoors when lots of toys are out. They know about the dangers of using sharp objects as they say 'You have to be careful when chopping cucumber with a sharp knife because it could chop somebody's finger off'. They practise fire drills so they know how to get out of the house in an emergency.

Children adopt excellent personal hygiene routines as they wash their hands prior to eating, after using the toilet and after messy activities. They use disposable paper towels and individual flannels and take note of the displayed poster encouraging good hand washing techniques. They clean their teeth too so promoting excellent personal care practices. They go for walks in the local area, play at the park and play on the outdoor equipment, so they get plenty of fresh

air, exercise and stimulation. They climb the steps and slide down the slide, rock on the rocker, pedal the trikes and develop their skills of kicking, throwing and catching. They develop an excellent understanding of the importance of healthy eating as they eat nutritious, well-balanced, snacks and meals. They play with pretend food at the cafe or in the pretend shop, so encouraging the children to understand about the importance of eating five portions of fruit and vegetables per day. They are involved in choosing what foods to eat and help with food preparation, so making eating enjoyable, whilst at the same time the childminder is able to guide them on healthy options.

The childminder interacts very well with children during their play and constantly chatters to them, listens to them and gives them time to think as she asks open-ended questions. As children paint a picture they talk about their families and are encouraged to paint a picture for their grandparent's birthday. They count everyday objects and enjoy putting items into sets, so helping them to learn about categorising objects according to properties such as shape or size. They are encouraged to recognise their name as they look at flashcards and become curious about letters in words. They freely ask for help when trying to put their apron on before they start to paint. They frequently talk about colours of different objects and notice how the colour changes when they mix the paints. They are encouraged to listen as they can hear the birds and the noise of the vacuum cleaner. They plant carrots, sunflowers and radishes, watch them grow and tend them, so learning about caring for living things. They explore in the nature tray containing collected leaves, berries, acorns and bugs.

Children behave very well and are encouraged not to crash the buggy as they push it along outdoors. The childminder uses lots of praise with the children and recognises achievements by using certificates and stickers. They learn to value others as they use an excellent range of toys which help them to begin to understand about the wider world. They look at different festivals, such as, Chinese New Year and paint big dragons, have a Chinese banquet and look at a Chinese chart. They take part in sponsored events such as sponsored bike ride to raise money for others. They regularly visit the library, the canal, local shops and parks, so becoming aware of their local community. They visit children's museums, country parks and farms to gain an awareness of the world around them.

## 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 |
|--|---|

### 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            | 1 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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 |
|--|-----|