

## Inspection report for early years provision

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<b>Unique reference number</b>	EY256676
<b>Inspection date</b>	07/02/2011
<b>Inspector</b>	Jan Linsdell
<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 2003. She lives with her husband and two adult children. The childminder's mother and son work as her assistants. The family live in the Blackley area of Manchester. All areas on the ground floor and the upstairs bathroom and main bedroom are used for childminding purposes. Secure gardens to the front and rear of the property are available for outdoor play. Family pets include two dogs.

The childminder 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 a maximum of six children under the age of eight years at any one time. She is currently minding six children, four of whom are within the early years age group. Children attend on a part-time basis. The childminder holds appropriate childminding and early years qualifications at Level 3.

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

Overall the quality of the provision is good.

The childminder successfully meets children's needs and helps them to make good progress in their learning. She provides an inclusive environment where all children are valued as individuals. Partnerships with parents and carers are effective, although partnerships with other providers are not fully embedded. Documentation to promote children's welfare is available and very well organised. There is a strong commitment to continuous improvement and good use is made of self-evaluation systems to identify future priorities.

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

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- maintain a regular two-way flow of information with other providers, such as school.

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

The childminder has updated her safeguarding training and, as a result, she has a clear understanding of how to protect children from harm. Parents are also fully informed of her responsibility to safeguard children. Risk assessments of the premises and outings are thorough and ensure children's safety. Documents to promote the safe management of the setting are very well organised and well maintained.

The childminder is well qualified in childcare, showing a commitment to ongoing personal development. She works very closely with an assistant, and her contribution really enhances the children's care and learning. They are both good role models who understand and meet children's individual needs very well. Children are encouraged to learn about diversity and the wider world, for example, by using multi-cultural resources and taking part in celebrations, such as Chinese New Year. The playroom is inviting and well organised with a variety of good quality resources to support children's play and learning. The rear garden has been renovated and made safe for the children to use under close supervision, due to its layout.

The arrangements for working in partnership with other providers, such as school, are not yet established. However, the childminder engages very well with parents and carers and regularly shares information about children's achievements. The welcome pack for parents and carers is very informative and various references from parents reflect their appreciation of the quality of care provided. Comments from parents and children are used to inform the childminder's self-evaluation, which enables her to identify future aims and improve outcomes for children.

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

The childminder naturally engages with the children, explaining what she is doing and asking meaningful questions to encourage their communication skills. She considers children's interests and abilities when organising their play and helps them to achieve as well as they can. Effective systems are used to observe and assess children's achievements, but these are not fully utilised to develop and inform the planning of activities for each child. Children take part in a wide range of experiences to promote their development, for example, they attend various groups and enjoy outings to the farm and the safari park. Individual development files highlight children's good progress in their learning.

Children form close attachments to the childminder and her assistant, which enable them to feel very safe and secure. They learn about safety issues, for example, when visiting the fire station or when talking about road safety on outings. Children develop a good understanding of healthy lifestyles by learning how to wash their hands and clean their teeth. They eat a variety of healthy foods and frequently drink water to stay refreshed. A wide range of resources are available to support children's physical skills, such as, scooters, tunnels and the trampoline. They also enjoy regular trips to the park and indoor play areas.

Children's social skills develop well as the childminder helps them to learn how to share resources and to use good manners. Children grow in self-confidence as the childminder shows pride in their achievements and provides lots of praise and encouragement to reinforce positive behaviour. Children are developing good skills for the future. For example, they learn to count during everyday activities and happily sing along to number rhymes. Children practice early mark-making skills as they draw on the magic mat. They enjoy developing their imagination as they dress up as builders and use small tools to fix the toys.

## 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	3
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:	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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