

## Inspection report for early years provision

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**Unique reference number** 322576  
**Inspection date** 25/01/2011  
**Inspector** Lynne Naylor

**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 was registered in 1996. She lives with her husband in Standish, Wigan. The kitchen/dining area, living room and bathroom on the ground floor of the childminder's house are used for childminding. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time. The childminder is registered on the Early Years Register, and currently there are four children in this age range on roll. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are four children in this age range on roll. The childminder is a member of the National Childminding Association. She walks to toddler groups and local schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a home that is organised to be inclusive, accessible and safe. Although, the written risk assessment record does not clearly identify all aspects of the environment that need to be checked on a regular basis. The childminder meets each child's unique care needs and helps them make sound progress in their learning and development. She has a positive relationship with parents and providers of other settings that children attend. They verbally exchange information that is used to support children's care needs, but not fully used to support children's achievements. The childminder demonstrates a sound capacity to make improvement with suitable plans to develop the setting, some of which are partly implemented.

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

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

- improve the record of risk assessment so that it identifies aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 08/02/2011
- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 08/02/2011

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

- strengthen systems to monitor and promote children's progress towards the

- early learning goals
- develop the partnerships with parents and providers of other settings that children attend to ensure progression and continuity of learning
- develop the self-evaluation systems and engage children and parents in the process.

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

The childminder is clearly aware of her responsibility to safeguard children in relation to child protection. She has suitable knowledge to protect children as she recently trained in child protection and how to work with other agencies. She has sound written procedures to support her should she have any concerns. The childminder takes appropriate action to keep children safe by minimising risks in the home, garden and on outings. However, the risk assessment record does not show how all the hazards have been minimised and each type of outing does not have a risk assessment. These are legal requirements which have not been fully met. Other records linked to keeping children safe are satisfactorily maintained. These include records relating to children's attendance, evacuation practices, smoke detector checks, accidents and medicine administrations.

Children choose toys and books from an adequate range kept on shelves at their level. The childminder rotates these toys with a larger selection kept in the porch. This provides children with a variety over time. Each day, the childminder sets toys out on the carpet of particular interest to children attending, for example, a train track for a child who likes trains. The childminder plays alongside children to support their learning.

The childminder has appropriately addressed the recommendations made at the previous inspection. This means, children's attendance and permission to administer medication are now clearly recorded. Also, children dry their hands on individual towels to limit cross-contamination. The childminder is working towards a recognised childcare qualification. This is increasing her knowledge of how children learn and helping her to evaluate her service. There is clear improvement in areas where the childminder has targeted her actions. The childminder has some useful management systems in the early stages of implementation. For example, a simple questionnaire asks parents if they are happy with specific aspects of their child's care. This is a useful first step towards formally seeking the views of parents to evaluate the service.

Parents are adequately informed about the main aspects of the service, verbally and through access to some written policies and procedures. Photographs on the wall and in a book clearly show children involved in a reasonable range of activities. The childminder understands the benefits of working in partnership with other providers involved with individual children. She has a generally positive relationship with them. She sometimes exchanges information verbally to support children's care needs. However, there is no systematic procedure to share information about children's interests or learning. This limits the quality of

information available to support children's achievements and progress.

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

Children's care needs are appropriately met. They exercise outdoors daily, which is good for their health, as they play in the garden and go for walks in the local area. Children's dietary needs are met by their parents as they provide their child's snacks and lunch. Children identify their own needs when thirsty as they help themselves to drinks due to their cups being kept accessible.

Children's understanding of health, hygiene and safety is mainly promoted through daily routines and simple discussions while playing. For example, they talk about healthy foods and take care not to burn themselves on the pretend cooker when making picnics for their toys. Children talk about crossing roads safely with the crossing warden when playing with the road mat and cars.

Children develop sound skills for the future. This is mainly through verbal interactions with the childminder as they play. The childminder repeats words uttered by toddlers, which reinforces their vocabulary. She introduces mathematical words relating to number, shape and size. Children enjoy opportunities to develop early writing skills as they draw and paint. Children play imaginatively and show their understanding of the world as they play with the role-play kitchen and use the toy mobile phone. Children behave well and learn to play alongside each other. They are beginning to learn about the wider world through reading books that reflect difference and diversity.

Children take part in interesting activities and experiences based on themes. For the theme of seasons, children collect leaves in the woods to glue onto paper and make flowers from coloured papers and cardboard. The childminder uses craft ideas collected from a professional publication to which she subscribes. The childminder has a sound awareness of the Early Years Foundation Stage learning and development requirements. She visually observes children at play and is able to identify if children have any difficulties. Simple progress records are beginning to show some information about children's learning and development. The information is not clear enough to identify what children know, understand and can do in all six areas of learning. This limits their usefulness in planning what children need to learn next. However, the childminder has started to use some useful forms to show learning intentions and resources required for planned activities.

## 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	3
The extent to which children adopt healthy lifestyles	3
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

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