

## Inspection report for early years provision

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<b>Unique reference number</b>	503849
<b>Inspection date</b>	06/04/2011
<b>Inspector</b>	Barbara Wearing

<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 2001. She lives with her husband, two adult children and 14-year-old son in Failsworth area of Oldham. The rooms and areas of the house used for childminding are the lounge, kitchen, playroom, upstairs bathroom and back garden. Her husband is registered to work, on occasion, as her assistant.

The childminder is registered to care for six children and is currently minding eight children on a part-time basis, four of whom are on the Early Years Register. Care to children aged over five years to 11 years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and attends local childminder groups. She has a level 3 childcare qualification.

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

Overall the quality of the provision is outstanding.

Children make excellent progress in all areas of their learning and development. The childminder's home offers them an exceptionally stimulating and enriching learning environment in which to explore and have fun. The childminder greatly enjoys her role in children's care, learning and play and values the children as unique individuals. She shows a genuine commitment to the continual development of her childminding practices and early years skills. She has embraced changes in line with the Early Years Foundation Stage and developed her high quality provision in response to the interests and needs of the children and families

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

To further improve the high quality early years provision the registered person should consider:

- encouraging children to drink water rather than juice throughout the day
- gathering and recording children's skills and abilities when they are admitted to the provision to establish starting points from which to track future development.

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

Children are safe and secure within the childminder's home. Rigorous routines and systems ensure that regular risk assessments are carried out in the home, garden and for trips and outings. The childminder minimises hazards to children while recognising the importance of giving them opportunities to set themselves challenges and take risks. Thereby, raising their sense of achievement, self-esteem

and developing skills to keep themselves safe. The childminder prioritises the protection of children from abuse. She has a thorough knowledge and experience of implementing, appropriate safeguarding procedures. She has a clear understanding of the signs and symptoms of abuse and attends regular training to ensure she has up-to-date information on when and how to refer concerns. She encourages children to become aware of their own and others' rights. They are listened to and valued, given many choices and are able to say 'no' when appropriate. A wide range of comprehensive policies and procedures are in place and shared with parents, effectively promoting children's safety and well-being.

The childminder takes pride in the high quality childminding service she offers to children and their families and has a strong commitment to its continual development. In order to identify areas for development she works alongside fellow childminders, has accessed support from the local authority's challenge and support team, seeks feedback from children and parents and attends training. She is currently attending a child psychology course that has encouraged her to see the world through the eyes of a child, understanding their behaviour and how they learn. This has helped her reflect on how she can interact with children to have the most positive impact on their outcomes. Her in-depth self-evaluation form accurately identifies her strengths in provision, areas she has developed and plans for the future.

Children benefit greatly from the superbly resourced and highly stimulating indoor and outdoor play areas. A wonderful selection of toys and resources that promote all areas of learning are easily accessible. This offers children maximum opportunity to follow their interests and learning styles. Posters reinforce learning, such as, pictures of birds and butterflies outdoors and posters of different countries and transport in the role play area that is currently a travel agent. Displays boards are used well to give information to parents, involve children in planning and to reflect and complement children's learning at other early years settings they attend. The environment is rich in positive images that represent diversity within the local community and the wider world, resulting in children developing a positive attitude to similarities and differences. The childminder has completed an accessibility audit to ensure all children can take part in activities which meet their needs and abilities.

Excellent links are established with parents and other early years settings children attend. These ensure that children's individual health needs are met and enables all those involved to work together to maximise children's progress and potential and ease transition to school. This is reflected in written feedback received from parents and early years staff at the local school. Letters from parents give high praise for the childminder. They value her flexibility, close relationships with their children and the exciting range of activities she provides for them. They are actively encouraged to be involved in their child's life with the childminder. They bring in items from home related to themes and information is shared in a variety of ways regarding events and children's achievements observed at home and at the childminders.

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

The childminder has established effective, but time consuming observation, assessment and planning systems. She records regular observations of children's achievements, analysing these to devise regular next steps and to track progress towards the early learning goals. Six monthly summaries give a clear picture of children's skills and abilities in all areas of learning. Development records include an 'all about me' sheet with information regarding children's likes, dislikes and routines when children are admitted to the childminders. These enable her to ease the settling in process. However, they do not include information gathered from parents regarding children's skills from which to track their future development. Excellent long-term, medium-term, individual planning and continuous provision demonstrates the childminders expert knowledge and understanding of how children learn and her strong ability to promote children's excellent progress in all areas of learning.

Children are highly confident within the childminder's home and build strong and trusting relationships with her. She is highly skilled in promoting choice, for children of all ages, and in following their interests and direction as she interacts with them in their play. Children and the childminder delight in each others' company. Older children enjoy making younger children giggle as they repeatedly make funny faces and noises. The childminder encourages the youngest children to communicate as she is responsive to their non-verbal communications and promotes language by asking questions, naming objects and singing songs. Older children become extremely confident communicators. They engage in lengthy conversations with the childminder that promote their creativity and imagination as they play with a pirate ship in the water trough. They find stones that they use for rocks in 'the sea' from the raised vegetable garden. The childminder finds lentils that they use for treasure and embark on their pirate adventure. In the process children notice that green shoots are appearing where they have recently planted seeds for carrots. This demonstrates one of many ways that children are encouraged to develop their understanding of the natural world and to develop healthy lifestyles.

A range of reading and mark making materials are accessible in various areas indoors and out. For example, travel brochures in the travel agent, labels on storage units and chinks outdoors. This develops children's skills and their understanding of, and interest in, reading and writing for a variety of purposes. They visit the library to enhance their selection of books and play 'eye spy' to develop their ability to recognise initial letter sounds.

The childminder accurately identifies that some younger children greatly enjoy exploring objects using all their senses. Therefore, she gives plenty of opportunities to experience different textures, such as, sand, water, cornflour and water and mud. They become totally engrossed in exploring a range of instruments and shakers. They listen to the sounds they make banging on different instruments and intently watch lentils move up and down a bottle as they tip it upside down. The childminder promotes children's skills in problem solving,

reasoning and numeracy through planned activities and taking spontaneous opportunities through daily routines and as children play. They sort and count objects, talk about shape, size and weight.

Children develop excellent large muscle skills. Toddlers relish running up and down the sitting room, rolling on the rug and squealing with delight as they play peek-a-boo with the childminder. Older children are eager to play outside when they return from nursery and proudly demonstrate how they can hop, jump and run. Healthy lifestyles are promoted as high levels of hygiene are maintained and children develop independence in their personal hygiene routines. Children have a choice of water, juice or milk to drink throughout the day and often choose juice which is not the healthiest option. Children are well nourished as they are provided with a range of healthy snacks and home cooked meals. The childminder is sensitive and imaginative in her ways to encourage more reluctant eaters to make healthy food choices and develop positive attitudes to food. They become involved in growing and preparing food, learn about food values through discussion and activities and are praised for trying new foods. Mealtimes are valued as a relaxed, social occasion.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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