

## Inspection report for early years provision

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<b>Unique reference number</b>	311967
<b>Inspection date</b>	29/06/2011
<b>Inspector</b>	Anna 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 1997. She lives in the Mossley area of Tameside with her husband and two adult sons. The whole of the ground floor is used for childminding with bathroom facilities on the first floor. There is an enclosed rear paved yard for outside play.

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 year's age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. In total there are four children on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

Overall, children's welfare, learning and development are promoted. Children are confident and settled and appropriate measures are in place to ensure children play in a safe and secure home environment. Most of the required records and procedures are in place. Emerging partnerships with parents ensure children's individual care needs are met. Systems to evaluate her practice are in their infancy but the childminder identifies her strengths and has a willingness to address identified weaknesses.

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

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

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments and using these to plan relevant and motivating experiences for each child
- develop further opportunities for parents to share children's initial starting points upon entry and systems for them to contribute to their child's progress records
- develop systems for linking with other providers of Early Years Foundation Stage to ensure continuity and consistency of the learning needs for those children that attend
- develop systems for self-evaluation to identify strengths and areas for improvement to further raise the quality of care and education and consider ways to seek parents and children's views in order for them to contribute to the settings self-evaluation
- review the risk assessment for the premises and all outings so that it more clearly identifies aspects of the environment and outdoor areas that children come in contact with in order to minimise any hazards and ensure the safety

of children

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

The childminder, through regularly updating her training, ensures she knows how to implement the procedures if she has a concern about a child in her care to ensure they are safeguarded. All adults in the home have the necessary clearances and she ensures through her risk assessments that the home in which children are cared for are safe. However the risk assessments do not include all potential hazards when on outings. Good arrangements are in place to promote children's health and prevent the spread of infection and the childminder ensures that she maintains a current first aid certificate. This ensures that she can give appropriate care and act in the child's best interest if there is an accident. She has devised appropriate record keeping systems that promote most of children's safety and welfare. For example, parents are provided with information about the sickness procedure and all relevant permissions from parents are in place. Records are kept for children's health needs, preferences and routines, which help the childminder to provide individual care. Daily registers are kept to record children's arrival and departure times.

Parents have access to the childminder's policies and procedures and additional information is on display. Verbal feedback is provided daily to parents which ensure they are kept updated of children's individual needs. The childminder also provides a written diary about their day and children have a file which provides photographs and some details of children's progress towards the early learning goals. However, systems to include information about children's learning at home have not been established and systems are not yet in place to share details of children's progress and individual learning needs for those who attend other settings providing the Early Years Foundation Stage.

Equipment and resources are easily accessible to children from low level boxes and shelves. The range available is age appropriate, well maintained and covers all areas of learning. Equality and diversity is promoted through the toys, books and resources available to all the children. These help to develop the children's awareness of diversity and inclusion

The childminder is motivated to improve her childminding practice and has established appropriate support systems through her local childminding development worker, in addition since her last inspection she has accessed several training courses to support her childcare knowledge and to help make improvements to her service. A recommendation raised at the last inspection have been adequately addressed which has resulted in improved outcomes for children's welfare and safety. This demonstrates the childminder's capacity to raise standards and maintain continuous improvements.

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

Children are happy and settled here and relate well to the childminder and her family. The childminder knows them well and has a good understanding of their individual needs which helps them feel secure and welcomed. They are provided with activities and can access resources cover all areas of learning. The routines are flexible as she mainly responds to the children's interests. The childminder on occasion observes the children during play and identifies some of their next steps. However, as activities are mainly child led, systems are not in place to plan for the children's next steps or track their achievements.

Children relate well to the childminder. They are polite, well behaved and interested in their play. They can freely select from a range of resources and equipment, some of which reflect positive images of different culture, ethnicity, gender and disability. This helps to develop children's understanding of others. The childminder uses appropriate questioning techniques during play or routines in order to extend children's learning. Opportunities are provided throughout the day for the children to use various tools to develop skills to control and manipulate smaller objects. Children have resources which enable them to colour, paint, cut and stick with to create their pictures. They explore colour, shape and texture as they model their parents with the stickle bricks and are given opportunities to practise their mark making as they explore the baby animal books and attempt to copy what they see. Children enjoy building and using various sizes of bricks to construct with. Small world and role play resources promote children's skills to develop their imagination as they shop and pretend they are cooking sausages. Programmable equipment such as barcode scanners and a child's laptop help the children develop skills for the future. The childminder skilfully supports and challenges children through asking open-ended questions which stimulate thought or to further enhance their use of mathematical language. Children have every day opportunities to go out into the community to explore a wider range of activities and the company of their peers.

Children's good health is well prompted. They are provided with healthy meals and snacks throughout the day. They enjoy fresh fruit snacks and confidently ask the childminder for more orange and banana. Posters displayed on healthy eating increases children's understanding of the benefits of a healthy diet in maintaining their good health.

## 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	2
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

The quality of the provision in the Early Years Foundation Stage	3
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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	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	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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