

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY414109      |
| <b>Inspection date</b>         | 28/06/2011    |
| <b>Inspector</b>               | Angela Rowley |
| <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 2010. She lives with her son and daughter both of adult age in the Walkden area of Worsley, Greater Manchester. There are parks, a children's centre, schools and public transport links within the area. The whole of the ground floor of the childminder's home is used for daily childminding, including a lounge, dining room, kitchen and a conservatory, which is used as a designated playroom. Additional rooms on the first floor are used to provide overnight care. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder operates a very well organised provision, which meets all requirements and effectively promotes children's care and learning. Children are very well supported and make good progress as the childminder provides a broad range of interesting activities and experiences to help them achieve their next steps in almost all areas. She knows each individual very well because she works very closely with parents and other professionals to provide effectively for children's continuity of care and learning. Through self-evaluation, the childminder has a clear understanding of the strengths and weaknesses of her setting. She is highly motivated and has appropriate plans for the future, which are likely to further develop the quality of the provision for children.

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

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

- systematically use observations and assessments of each child's achievements to identify learning priorities across all areas of learning
- develop knowledge of how to effectively promote children's ability to link sounds and letters
- increase the range of opportunities for children to learn about their own cultures and beliefs and those of other people.

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

Arrangements for safeguarding children's welfare are secure. The childminder has accessed local safeguarding training, implemented comprehensive policies and clearly understands procedures in relation to child protection. She knows how to respond in the event of allegations relating to herself and also has a clear general complaints procedure, which has not yet needed to be used. The childminder gives priority to ensuring children's safety. She has achieved a Level 2 award in Health and Safety. She conducts comprehensive risk assessments of her premises and of outings. Consequently, children explore and play safely in her home. Detailed planning ensures children's safety whilst out. For example, the childminder plans required ratios, times of arrival and departure, safe transportation arrangements and methods to be used, such as wrist straps or harnesses. Children's health and well-being is positively promoted. Clear procedures regarding accidents and medication are in place and relevant documentation is kept. The childminder has completed appropriate first aid training and has been accredited as a 'smoke free home'. She promotes a healthy lifestyle by ensuring children are well nourished and meets their individual dietary requirements. She ensures children access fresh air and exercise in a variety of ways and provides a range of experiences, which help raise children's understanding of being healthy and staying safe.

The childminder actively promotes equality and diversity through her strong recognition of the unique child and her respect for individual needs and routines. She provides some resources that help to raise children's awareness of ethnicity and disability. Space within the home is used creatively and effectively to provide a wide range of play opportunities and resources, which children access independently. Outside learning is an integral part of the provision and enables children to learn in a variety of ways and respond to their own interests.

The childminder has developed secure relationships with parents. She establishes a two way flow of information using questionnaires to establish children's care and learning needs. A strong gradual admission process supports children and helps them develop a clear sense of security within the setting. Parents are well informed of how the setting operates through the provision of a detailed booklet containing the setting's operational plan. The childminder asks both children and their parents for their views of the provision and children are also involved in making decisions regarding activities. For example, in response to a child's request to go on a bus, the childminder planned an outing which involved a bus ride. Parents are well informed about children's achievements and regularly access children's progress files. As a result, the comment very positively on their progress their children make in the setting. They demonstrate their very high levels of satisfaction in the responses to feedback questionnaires, their thank you cards to the childminder and their written statements. Typically, parents comment that the childminder 'has given me the peace of mind that not only is my child being cared for in a safe environment, she is having fun and learning valuable skills' and that children are 'thriving since she started with you.... happy and content'. The childminder has a strong understanding of the benefits of partnership working to promote continuity of learning for children and is committed to continue working

hard to promote this. The childminder makes the most of community links to provide better outcomes for children. For example, she links with other local childminders, uses facilities offered by the local children's centre and makes use of the local parks to extend the range of experiences and resources available to children. When offering back up care for other childminders, she links closely to establish how to meet children's needs. Parents value the way in which this has supported their child and comment that the childminder 'has ensured that her transition from one childminder to another has been seamless'.

The childminder is keen to ensure her provision is the best it can be and is motivated to make continual improvements. She is a reflective practitioner who makes changes routinely to meet the needs of the children. For example, as children show interest in particular resources and master specific pieces of equipment, the childminder extends her range to further challenge and motivate them. She uses self-evaluation to help her understand what the setting does well and to reflect on further areas for development. As a result, she shows awareness of the minor weaknesses in her provision for children. She also shows that she already has plans to address these evidencing a strong capacity to maintain continual improvement.

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

Outcomes for children are good. Children have a clear sense of belonging in the childminder's home because they are valued as individuals, they are nurtured and supported. The childminder's secure knowledge of how to promote learning through play helps them make good progress and enjoy their time with her. She knows each child very well as she records her observations of what they can do. She uses the relevant guidance to assess what progress they are making and produce summary reports in each area of learning to demonstrate children's development. Using what she knows about each child she plans relevant next steps. This ensures she has a clear focus for promoting individual children's learning priorities in play. However, at present the childminder is not using this information systematically to track children's progress in all aspects of each area of learning and as a result, some aspects are better promoted than others.

Children develop skills for the future securely. They operate independently in the very child-centred home. They self-select resources and are able to follow through their own thinking, coming in and out of the house to extend their play and, thus, becoming independent learners. For example, children independently access role play toys, engaging in strong pretend play. When taking dolls for a walk outside, in the play prams, they decide to extend this by accessing dressing up indoors then resuming their walk with the pram to go in search of 'dinosaurs', which are hiding in the exploratory play area.

The childminder plays with the children and speaks with them continually. As a result, they are confident communicators. She provides a wide range of books and encourages story time. Consequently, children listen to stories with sustained

interest. They join in to the repeated refrain. The childminder skilfully asks questions which make children think. Their enjoyment of story is further demonstrated when they independently 'read' the story back to themselves. The environment is rich in print and the written word. Posters and word labels around the room support children's early understanding that print carries meaning. As a result, when children complete labelled jigsaw puzzles, they are keen to know what it says underneath. The childminder responds to children's interest, although, lacks some understanding of relevant techniques to support children's learning about letters and sounds. She already knows this, however, and has sought appropriate training to address this area of her learning.

Children become keen explorers due to the extensive range of investigative opportunities they are provided with. Babies show great determination to reach the overturned play buggy in order to investigate the wheels, which they spin and watch with interest. They are provided with natural materials in heuristic play treasure baskets, which promote their exploratory impulses. They play freely in the garden and spend long periods digging in the sand pit. They also dig when they plant flowers in tubs. They are introduced to ways to lead sustainable lifestyles when they re-use yoghurt pots and small plastic bottles to make shakers for their music sessions. Children learn about the wider world when they regularly go out into the community and when they play with some resources which promote positive images of diversity, although, the range of experiences provided to support this area is currently limited.

Children have many opportunities to learn about and to adopt healthy and safe lifestyles. They understand hygiene routines and wash hands independently in the ground floor bathroom. They use their own personal flannels and towels which helps prevent cross infection. They learn about dental health when they are encouraged to brush their teeth as part of the daily routine. Children are well nourished as the childminder prepares home cooked meals. As a result, children pretend to make 'home made vegetable soup' as they play. Children continually access opportunities for fresh air and exercise using the garden. In addition, they access more physically challenging play when they attend children's centres as a routine part of their week.

Children learn about staying safe as they routinely use safety equipment and practise fire drills so they know what to do in a home emergency. Through secure routines and discussions they know, for example, features of road safety and issues, such as stranger danger. They behave very well because the childminder supports them very effectively and models respectful behaviours. As a result, children use their manners spontaneously and play cooperatively with others who become friends. Children have a clear sense of safety in the childminder's care. They have formed secure attachments with their childminder and snuggle up closely for stories and during floor play. Babies fall asleep in the comfort of her arms. All children and their childminder give and receive affection willingly.

## 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

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|--|---|
| <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 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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**

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| 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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