

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY413654
<b>Inspection date</b>	30/06/2011
<b>Inspector</b>	Anne Drinkwater

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2010. She child minds from her parent's house in the Northenden area of Manchester. With the exception of the front lounge the whole of the ground floor of the house is used for childminding. There is a garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group on a variety of placements. She also offers care to children aged over five years to 11 years. In total there are five children on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

She is a member of the National Childminding Association and has a level three qualification in childcare.

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

Overall the quality of the provision is good.

The childminder provides a welcoming homely environment where children's individual needs are effectively met and their individuality is respected. Children make good progress in their learning and development as they take part in a broad range of activities and play opportunities both indoors and outside the home. Although newly registered the childminder already has systems in place to evaluate her practice to help identify all of the strengths of her practice or areas for future improvement.

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

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

- improve further the good partnership working by inviting parents to contribute their children's initial starting points on entry to fully support and inform planning for the next stages in children's development
- enhance systems for linking with other providers of Early Years Foundation Stage to ensure continuity and consistency of the learning needs to provide the best learning opportunities for children.

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

The childminder has attended safeguarding children training, giving her an understanding of her legal responsibilities regarding child protection issues; she intends to keep her knowledge updated by attending further training. She follows very effective systems to ensure children are safe and secure in her home. She has completed a written record of risk assessments to identify possible hazards in the home, garden and the different outings undertaken. The childminder has emergency evacuation procedures in place and these are practised regularly to ensure children understand the procedure. She is active in developing children's understanding of how to keep themselves safe when playing in and out of the home.

The childminder has built up good relationships with parents. At the start of the placement they are provided with a wealth of information regarding her service, she ensures parents share relevant information regarding their children's welfare needs; however this does not include gaining children's initial starting points on entry to be able to immediately plan for their learning needs. That said, they are kept well informed of how their children settle through verbal exchanges of information at collection. They receive comprehensive information about the childminder's policies and procedures and systems to observe children's learning and plan for their next steps are in place. Parents view their children's portfolios on a regular basis and their written comments show their pleasure that children are able to participate in a wide selection of activities and mix with other children in group settings. The childminder provides a service that is inclusive for the children that attend and she ensures they get the support they need to make progress in their development. She is aware of the importance of communicating with other providers who also support the children to promote children's development and well-being; however she has yet to set up systems to manage this.

The childminder manages her time effectively and makes use of her space, resources and outside activities to support children's learning and development. Through self-evaluation she is able to identify her strengths and areas for improvement and has identified further training in the near future. Consequently, she demonstrates a commitment to reflecting on her practice to further improve outcomes for children.

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

The environment is welcoming and the play space is used well as the children are able to freely access the various play areas in the dedicated playroom, kitchen and garden. The walls are adorned with family photographs and art work to give them a sense of worth. Children have independent access to a good quality range of age-appropriate toys, furniture and equipment to effectively meet their needs.

The childminder has established familiar routines for the children, based on information provided by parents, such as suitable meal and rest times. They enjoy the childminder's company, for example, they laugh and smile when the childminder talks to them. The childminder gives the children space to develop their independence, at the same time remaining close to offer any support or cuddles. As a result, the children are happy, settled and willingly take part in activities. Within the home and the use of outside facilities they enjoy a good balance of child-initiated and adult-led activities which provide enjoyment and challenge and provide a range of activities which reflect children's interests and capabilities. The childminder makes systematic observations of children's interests and progress.

The childminder ensures activities are suitable for the ages of the children attending, and she adapts activities to ensure they are all included and able to take part at their own level. She is responsive to the younger children's shorter attention spans and provides them with a variety of resources to promote problem solving, such as, puzzles and construction toys, programmable toys and everyday technology which help children to develop skills for the future. In addition messy and creative activities, such as painting, gloop and cooked spaghetti, help develop their senses as they explore it with their fingers and toes. They confidently use one-handed tools and equipment, for example, they use crayons to draw using gross motor movement. Children enjoy their favourite books, such as one about a popular monster, and are beginning to vocalise the words and repeat actions, musical instruments give added pleasure. Children's imagination is fostered through role play areas where they play with home areas that allow them to enact experiences that are familiar to them; the home made television, puppets and small world figures further help children to enhance their imaginations. Young children are beginning to develop an understanding about the local community, the natural world and other people. They have regular opportunities to socialise with other children in group situations to help them develop their understanding of taking turns and sharing as they play games and take part in activities together.

Children are learning the importance of a healthy lifestyle as they enjoy a healthy menu that contains lots of home cooked nutritious meals. There are daily routines for promoting children's personal hygiene skills and the childminder sets good examples for them to follow. Clear systems for the administration of medications are in place, further supporting children's good health. The childminder builds caring and trusting relationships with the children, enabling them to feel safe in her care. She is a positive role model for the children with her calm and friendly approach. They increasingly follow her expectations and gain self-esteem through the use of praise and encouragement.

The childminder shows young children how to look after toys and equipment correctly; therefore, she is taking appropriate steps to ensure resources are sustainable. Children's behaviour is good as appropriate age-related strategies are used, such as distraction. The childminder uses clear and consistent strategies to help children learn to share and take account of the needs of others. All children are making good progress in their development.



## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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