

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412958
<b>Inspection date</b>	04/07/2011
<b>Inspector</b>	Christine Myerscough
<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.

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 lives with her partner and child aged two years. They live in a house in Manchester. The whole of the ground floor of the childminder's house is used for childminding. Bathroom facilities are on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time. She currently has two children on roll in the early years age group. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are happy, self-assured and confident within warm and homely surroundings. The childminder successfully supports children's learning and promotes their health, safety and welfare effectively, which ensures they feel well cared for. Good emphasis is placed on creating a harmonious environment where every child feels fully included and valued for their individuality. Successful partnerships with parents promote security in children's lives. The childminder strives to implement effective practices to ensure the well-being of children and is fully committed towards the continuous development of her service. Areas for further improvement centre on developing resources and inviting parents to contribute to the ongoing observations of their children's learning.

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

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

- build on existing good partnership working by inviting parents to contribute to the ongoing observations of their children's learning
- develop children's understanding of the wider world by providing resources which reflect our diverse society.

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

Children's safety is protected as adults living in the household have undergone appropriate checks through Ofsted to ensure their suitability. The childminder is vigilant in keeping children free from harm and deploys herself very effectively to ensure children are supervised at all times. She carries out comprehensive risk assessments and completes a daily safety checklist, which effectively contributes to children's safety within her home and on outings. Children's welfare is fully safeguarded. The childminder has a thorough understanding about the potential signs of abuse and neglect and of the procedures to follow should a concern arise.

Documentation is well organised and parents gain a clear understanding about the service on offer as the childminder shares a welcome pack, which includes information about her family, policies and procedures.

Children move around the childminder's home in a confident manner. They play their games in comfort and gain pleasure from making decisions about where they want to play. Direct access to the back garden from the conservatory allows free flow of movement between the outdoor and indoor play areas. The childminder adapts activities to ensure that all children can participate, and a range of good quality, accessible toys and equipment successfully meet most of their developing needs. Children independently choose toys which stimulate their curiosity and appeal to their individual interests.

The childminder has a strong commitment towards the ongoing development of her practice. Since registration, she has attended training on a varied range of subjects to further develop her knowledge and skills. To keep abreast of current issues in childcare, she reads relevant literature and shares ideas with other childminders. The childminder is able to critically analyse and accurately identify her strengths and areas for further development through reflecting and effectively self-evaluating her practice. She has identified well-chosen priorities for development to promote positive outcomes for children, such as providing further information for parents about the Early Years Foundation Stage.

The childminder builds good relationships with parents, which enables her to develop a highly effective working partnership. She values the uniqueness of each child and gathers detailed information from parents to ensure children's individual needs are met. Parents' views about the service are sought through the use of a questionnaire and their comments about the childminder are very positive. Children benefit from consistency of care because the childminder shares information about children's welfare and learning with parents on a daily basis through the use of a 'from me to you' book. Children's individual files with evidence of their work, photographs and achievements are available to view to keep parents well informed about their children's experiences and progress. However, systems are not yet in place to invite parents to contribute to the ongoing observations of their children's learning. The childminder does not currently care for any children who attend other early years provision. However, she is aware of the importance of sharing information with other settings to support continuity of care and education.

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

Children form a good relationship with the childminder and feel at ease in their surroundings. The childminder has a caring approach and cheerful manner, which encourages children to be good humoured. The atmosphere is positive and relaxed, which enables children to freely express themselves. As a result, they smile and giggle often. The childminder provides a good balance of adult-led and child-initiated activities and plays very closely with children. She uses her secure knowledge of the learning and development requirements to plan a broad range of

stimulating activities, both inside and outside the home. Activities capture children's enthusiasm and imagination, which enables them to thoroughly enjoy their learning. The day is carefully and effectively organised to meet children's individual needs and ensure they always feel secure and included. Children are motivated to learn and they make good progress in their development. The childminder has effective systems in place for undertaking regular observational assessments of children's learning. She skilfully plans for the next steps in children's learning to ensure they reach their full potential.

Children actively engage in play and become curious and inquisitive learners. They demonstrate good levels of concentration in everything they do and behave well in response to frequent praise from the childminder. Playing games together produces plenty of excitement and children have lots of fun as they hide under a blanket together. Good use is made of community facilities to encourage children to socialise with others and to widen their play experiences and learning. For example, children enjoy regular trips out and gain in confidence as they visit new places, such as toddler groups, a woodland area and an art gallery. Children become very good communicators as the childminder is very skilled in encouraging their language and understanding through good quality interactions and effective questioning. They develop a passion for books and enjoy pointing to and naming different characters. Mathematical awareness is well promoted. The childminder uses everyday opportunities to promote children's skills in counting. Children confidently recognise some numbers and take great interest in different shapes. They learn to successfully problem solve as they make good attempts to complete a complex jigsaw.

The childminder places strong emphasis on promoting a healthy lifestyle and introducing children to the natural world. Playing regularly in the childminder's garden provides children with plenty of fresh air and exercise. Children show fascination as they notice some strawberries growing in the flower bed and excitedly pick and wash them to try and taste. They eagerly watch tomato plants grow and water seeds to observe change. Children demonstrate good control and coordination over their bodies. They competently negotiate steps and confidently climb onto wheeled vehicles. As they hammer pegs into holes and learn to use appropriate cutlery, they develop good skills with their hands.

Children take part in activities to celebrate different cultural and religious festivals. For example, at Easter time, they paint eggs and go on an egg hunt. However, there are limited play resources reflecting diversity to develop children's understanding of the wider world. Electronic and programmable toys captivate children's interest and they show curiosity as they turn knobs and listen to different sounds. Children investigate different textured materials in their books and try new experiences, such as exploring clay. They freely express their creativity as they shake a tambourine and proudly demonstrate their dancing skills. Baking activities are popular and children enjoy pretending to make the dinner by stirring dried pasta in a metal pan with a wooden spoon.

Children are well nourished as the childminder ensures children have a healthy balanced diet. This successfully promotes their growth and development. At snack time, children look forward to healthy options and eagerly tuck into an appealing

platter of fresh fruits. Effective practices are in place to minimise the risk of cross-infection and children follow well-established daily routines. The childminder actively uses everyday routines and activities to provide children with clear messages about safety issues. As a result, children act responsibly to avoid potential dangers. They enthusiastically help to tidy away resources after use to prevent a trip hazard and willingly take part in monthly evacuation drills and become familiar with safe practices.

## 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

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### 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

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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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