

## Inspection report for early years provision

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<b>Unique reference number</b>	EY240704
<b>Inspection date</b>	16/06/2011
<b>Inspector</b>	Wendy Dockerty

<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 2000. She lives with her son aged nine years. They live in a house in Tyldesley, close to pre-schools, parks and schools. The whole of the ground floor is used for childminding, including the lounge and kitchen. The children have use of the bathroom on the first floor. There is a fully enclosed rear yard available for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. The childminder is registered to care for six children under eight years at any one time and there are currently six children on roll who attend on part-time basis. The childminder attends local toddler groups on a regular basis. She is a member of the National Childminding Association and has NVQ Level 3 in childcare.

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

Overall the quality of the provision is good.

The childminder has a clear understanding of each child's welfare and development needs. Observations, assessment and planning systems are in place. Children are safe and secure and the childminder promotes their well-being. Policies and procedures are in place and documentation is well organised, with minor omissions. Partnerships with parents are secure and ensure that information regarding all aspects of the provision is shared effectively. The childminder has taken steps to establish partnerships with other settings. A self-evaluation document has been put into place, although it has not been used to full potential to identify areas for further development.

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

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

- extend the use of the self-evaluation system to fully reflect on the provision and identify areas for future improvements

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

Children are protected from harm as the childminder has a secure understanding of safeguarding children and a detailed written policy is in place. She has attended training on child protection and is aware of her responsibility to report concerns regarding a child's welfare. Children are cared for in a safe environment and the childminder completes thorough risk assessments of the home, garden and individual outings. Information regarding infectious illnesses is shared with parents in the policy for sick children and the childminder holds a certificate in paediatric first aid. Detailed written policies and procedures are in place and are shared with

parents and carers during the admissions procedure. Required parental consents are in place and appropriate information regarding children's individual needs is obtained. Otherwise, effective partnerships with parents ensure that information regarding children's progress and development is shared well. Daily diaries and verbal feedback help parents to keep up-to-date of their child's typical day. Parents are aware that development files are maintained for each child, which they can see on request, although these are not formally shared with parents. A questionnaire has been sent home to parents recently in order to obtain their views on the provision, and all commented they were happy with the care their children receive.

The childminder has established links with other early years settings where minded children attend. She is familiar with key staff who work with minded children and informally discusses the children's general well-being and development. Children are respected as individuals and provided with equal access to all resources. The childminder has started to complete a self-evaluation record. The childminder has begun to reflect on her provision and identify the strengths of the setting. Currently, however, this has not been used to identify areas for further development which will have a positive impact on the children. Recommendations raised at the last inspection have been addressed. For example, the childminder has extended the selection of resources which promote positive images of diversity and these are used on an everyday basis with the children.

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

The childminder has a secure knowledge of the learning and development and welfare requirements for the Early Years Foundation Stage. Each child has a developmental file which the childminder maintains. Observations, photographs and examples of children's work are all used to assess the progress children are making. The childminder uses the Early Years Foundation Stage to assess the children's development and track the progress they are making towards the early learning goals. The next steps identified from the observations of children are used to inform future planning based on children's individual needs and interests.

Children spend their time engaged in interesting and age-appropriate activities. A wide selection of toys are available in the living room, which children are free to choose from. Children choose books to look at and share with the childminder, talking about the animals they can see and the different instruments they are playing. Children excitedly pretend to play the trumpet, guitar and piano as they sing a familiar song. Older children have a large selection of board games to choose from and ask the childminder for their favourite ones, which they all play together. During the games, the childminder promotes children's learning across all areas. For example, during a game all children are encouraged to count the number of balls they have collected and count to three before starting the game. Older children recognise which amount is more and less and younger children are supported to recognise and name different colours. Children enjoy moving to music and wave ribbons in the air to develop their creative and physical skills. During an art activity where children design their own certificates for Father's Day, the childminder encourages them to make choices and talk about what they are

doing. When they are finished, children attempt to write their names, with appropriate degrees of support from the childminder depending on children's age and development level. This supports children's development in communication, language and literacy and helps them understand the meaning of marks and early writing.

Children are provided with a wide variety of outings and regular visits to places within the community. For example, playgroups and play centres are part of the weekly routine, and outings further away to farms, animal sanctuaries and large parks are a regular feature during school holidays.

Children begin to learn about keeping themselves safe as the childminder discusses issues such as stranger danger and road safety with them. Regular fire drills are carried out which support the children's understanding of what to do in an emergency. Children's health is promoted as they are provided with healthy snacks, such as fruit and yoghurt, and the childminder talks to them about making healthy choices in what they eat. The childminder provides a positive role model by following hygiene routines and encourages children to clean their hands before lunchtime, although this is sometimes done with anti-bacterial hand gel rather than soap and water.

Children learn to respect each other and individual needs as the childminder helps them to think about their actions and behaviour towards others. Children have an understanding of diversity through the resources and activities provided and they celebrate various cultural and religious festivals. Children begin to develop an awareness of sustainability and protecting the environment. They have planted some vegetables and flowers in the childminder's rear yard and help to care for them as they watch them grow.

## 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	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>	2
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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

<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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met