

## Inspection report for early years provision

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<b>Unique reference number</b>	EY347422
<b>Inspection date</b>	16/09/2011
<b>Inspector</b>	Diane Hawkley-Holt
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives with her husband and two children aged two and seven years old in the Wythenshawe area of Manchester.

The whole of the ground floor and first floor bathroom is used for childminding and there is an enclosed rear garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She can care for two children in the early years age group and currently has two children on roll. The childminder attends local toddler groups and takes children to the library.

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

Overall the quality of the provision is good.

Children's individuality is appreciated and very well supported as the practice is inclusive. Most policies and procedures are established and clear, which results in the promotion of children's welfare being good. The childminder has a good understanding of most of her strengths and areas for improvement in her setting and takes steps to continuously improve her service. She has built strong relationships with parents and other professionals to promote secure and consistent care for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare).
- 17/10/2011

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

- develop further systems for tracking children's progress towards the early learning goals
- develop further systems for reflecting on practice and self-evaluating in order to continue to improve the quality of provision for children.

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

Children are safeguarded and well protected in the setting because the childminder is knowledgeable about local safeguarding policies and has effective procedures in place to manage any concerns she may have about children in her care. The childminder and her family are appropriately vetted and are safe and suitable to

work with young children. This means that children are safe and secure in the setting. The setting is homely, clean and bright. The childminder carries out regular safety checks and there are comprehensive risk assessments which are regularly reviewed. This ensures that the areas used by the children are safe. This means that children are able to move safely and freely around the building.

The childminder has a good understanding of the Early Years Foundation Stage and uses this well to support children in their learning. The environment is well organised and accessible to the children. The equipment is changed to suit the children's interest and ability. For example, the childminder has introduced some different shaped and sized bags as a child was interested in 'transporting items and filling and emptying'. Children can choose daily what they would like to play with. This means that they are able to thrive and make good progress in their development.

The childminder is aware of her strengths and weaknesses. She continually looks for ways to improve her provision for the children. She has attended a training session on play indoors and outdoors where she improved her practice by introducing den making resources. This has improved the opportunities for children in the setting to problem solve and work independently. She continues to reflect on her practice and attends training to develop whenever she can. She continues to set targets, however, the childminder does not make a clear links between the area of weakness and the actions she will carry out to improve her practice. She has addressed previous actions and recommendations promptly and effectively. She has established regular fire practices. This means the children are secure in the fire procedure and are kept safe. However, the childminder does not obtain information about who has parental contact and responsibility. This is a breach of a legal requirement.

The childminder forms close working relationships with parents and carers. In the main there is a robust induction process that starts before the child begins at the setting. The childminder obtains useful information about each child, such as their likes and dislikes and she has a good induction process which enables her to find out from parents how best to look after their children. This means that parents' wishes and children's individual needs are effectively met. The childminder and parents share important information about their child's starting points and daily progress. The childminder records the children's progress by taking photos and recording the child's development in their learning journey. Parents are encouraged to share any progress from home with the childminder. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with local schools and playgroups that are involved with the children are well established and contribute well to supporting children's welfare and learning.

She has an effective equal opportunities policy which is regularly reviewed and the setting is well resourced with a variety of equipment that depicts people with different abilities and backgrounds. She considers all children as individuals and plans for their unique interests and needs. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are guided by the childminder to use the equipment safely and to clear up areas after use. The children feel safe and secure, as they are encouraged to follow safe evacuation procedures. Children are kept safe as they follow safety guidance when they use the trampoline and outdoor equipment. Children feel safe to take appropriate risks when using the swing and see-saw, as they are given clear safety guidance by the childminder.

Children's good health is promoted because the childminder provides a clean and homely environment where children develop good independence with their personal care. For example, they know to wash their hands after using the toilet and children are provided with their own face cloths. Children are protected from cross-infection because the childminder ensures the equipment is cleaned to a high standard and checked daily. There are good procedures in place for recording accidents and administering medication, which promotes children's good health. Children learn the importance of healthy eating because they are provided with home made healthy meals and fruits which they thoroughly enjoy and are able to choose their favourites. Children can choose from fresh drinks of fruit juice and bottled water all day. Children enjoy the benefits of fresh air and exercise. Children's physical skills are well developed because they have a large garden to play, in which is well equipped and secure. They also have regular trips to the park and toddler groups, which contributes to their good health. Children enjoy activities which promote their physical well-being, for example, a trampoline, swing, see-saw and plenty of ball games.

The childminder observes the children regularly and she records some of their progress through pictures and comments in their learning journeys. However, children's actual progress towards the early learning goals is less well tracked. This means that children are less well challenged to progress to their full potential. Nevertheless, children are making good progress in Communication, Language and Literacy as the childminder spends time speaking to the children and encourages them to communicate with each other. Children access a wide variety of books and there are plenty of opportunities for children to write and record their own learning. The children also use technology regularly in the setting using electronic equipment and 'walkie-talkies'. Numeracy and problem solving and reasoning are embedded in all activities offered, especially during the many cooking events that the children take part in. Consequently, children are making steady progress towards the early learning goals in all six areas of learning.

Children behave really well in the setting because the childminder gives clear explanations and sets appropriate boundaries. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. Children are encouraged to respect each other's things and they are encouraged to share and take turns. This is because the childminder makes effective use of books and activities to introduce new ideas and promote diversity. For example, the

children enjoy celebrating Chinese New Year, making rabbit ears, eating noodles and reading stories about the festival.

## 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	2
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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