

## Inspection report for early years provision

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<b>Unique reference number</b>	EY340108
<b>Inspection date</b>	04/10/2011
<b>Inspector</b>	Nicola Nolan

<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 2006. He lives with his wife, two adult children in the Little Hulton area of Salford. The childminder is a co-childminder with his wife. The whole ground floor is used for childminding. There is a securely enclosed rear and front garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to care for six children under eight years at any one time and there are currently 12 children under eight years attending. The childminder also cares for children over the age of eight years and currently has three children on roll. He also provides care in the school holidays. When working with another childminder at the above premises, he may care for no more than 12 children under eight years with not more than six in the early years age group and two children may be under one year old. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Most children are making good progress in their learning and development because the childminder knows the children well and works closely with their parents and carers. This also ensures that children's individual needs are for the most part sensitively met. Children's learning is very well supported by the huge range of toys and resources available to them, although, children's self-help skills can be improved. The childminder regularly evaluates the quality of his provision and is well aware of his strengths and weaknesses. He is committed to continually improving his provision for the children.

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

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

- extend opportunities where children can develop self help skills

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

The childminder is fully aware of his duty to safeguard the children in his care. All family members have been suitably checked and he uses a visitor's book as a record of visitors to the setting. The childminder holds a current first aid certificate. He protects children from harm and has a clear policy and procedure to follow should he become concerned about a child. The childminder ensures all risk assessments are carried out daily and when on outings. Children are protected further because the childminder keeps an accurate log of accidents, medication that is administered and of fire drills.

The childminder is committed to promoting equality and diversity and promotes this effectively. He ensures the children learn about the diverse world in which they live. The resources reflect equality and diversity issues. For example, children play with a small world wheelchair and read books about children from different religions. This ensures children are able to develop their understanding about diversity. The children can choose from the resources available and have free-flow access to the outdoors where there is a variety of equipment to promote physical development. The book area and clearly labelled boxes of resources are accessible also for the children to choose from indoors. This means that the children are able to make good progress as they are in control of their own learning. Through making good use of the local environment and community, such as taking children to the park, attending local groups and going on outings to places of interests, the childminder extends children's experiences. These activities contribute to promoting children's personal and social skills and help them to develop a knowledge and understanding of the world.

The childminder is well aware of his strengths and weaknesses and has these written in a self-evaluation form. He is always looking to improve his provision. For example, he keeps up-to-date with training. Self-evaluation is an inclusive process because it includes the views of parents and children. Partnerships with parents are good. The childminder shares information with them at introductory meetings so they are aware of his policies and procedures. Important information about the children's starting points are noted and used to plan for their individual learning. The childminder completes a daily diary to ensure he communicates important information with parents. This means that parents are involved in their child's learning and progress towards the early learning goals is supported. Partnerships with other professionals are developed. For example, the childminder is happy to take the children to routine dental appointments in order to support the parent's working pattern. The childminder understands the importance of working with others involved in children's learning, such as school or nursery and happily shares information to ensure continuity in the children's learning.

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

Children thrive and develop positive self-esteem in the warm and welcoming environment created in the childminder's home. Toys are accessible so that children are able to select the materials they want to use during free play. Other play materials are stored in labelled boxes and children can ask the childminder to make these available. Children have access to toys that support their interests. For example, one child is interested in animals so the childminder provides stories about animals and plans a visit to the local farm.

Other children show a strong interest in baking and the childminder regularly supports the children to bake and prepare food as he uses the skills he has developed as a chef.

Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. The childminder interacts with the children to support their learning. He talks to a group of children about the noises

animals make. The children learn to distinguish sounds and are excited to bring him different animals. He makes the noises and the children copy and say 'moo' whilst holding up the cows. The children are active and enjoy the fresh air because the childminder encourages the children to run and they learn to take turns. The children learn to count through everyday situations. They learn about growing as they confidently pick and eat raspberries from the garden as they know which ones are ripe. The children are encouraged to develop their own creative ideas through play as they pretend to 'make tea' for the childminder. They are developing a nurture and love of books and stories, as books are freely available in the environment and stories are regularly read to the children individually. Information and communication technology resources are available for children in the different age groups. Children are able to choose what they play with and there are opportunities to develop self-help skills, although, independent access to fresh drinking water is not always available. Overall, children are in control over their learning and this enables them to make excellent progress and develop good skills for the future.

Children are taken on outings to the local parks, care for animals and run in the woods. This means that children are developing a very good awareness of the natural environment. Their health and well-being is promoted successfully. Exercise and a healthy menu that contains lots of nutritious meals and which the children are encouraged to help prepare means the children are well supported to develop a healthy lifestyle. Although the childminder provides children with regular drinks, the children's ability to develop their self-help skills are limited because the younger children cannot freely access drinks by themselves. Children enjoy running outside and are aware that physical exercise is good for their bodies. Children's personal hygiene skills are well developed because there are well-established daily routines in place. The childminder also sets good examples for them to follow. The children have individual face cloths and towels in the bathroom and regular hand washing is promoted. Children are respectful and friendly to each other and play together happily. Their behaviour is good and reflects the role model provided by the childminder. Children attend the local 'Sure Start' group where celebrations of festivals support learning about different cultures and reflect diversity positively. Overall, children are making good levels of progress towards the early learning goals in all areas of learning as he plans both structured and unstructured play and gives value to children being independent and consolidating their own learning at their own pace.

## 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	1
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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