

## Inspection report for early years provision

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<b>Unique reference number</b>	EY422907
<b>Inspection date</b>	22/11/2011
<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).

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 2011. She lives with her mother, who she works with as a co-childminder, her father and adult brother in the Chadderton area of Oldham, close shops, parks and schools. The whole of the downstairs of the childminder's home is used for childminding. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with her mother as a co-minder, they may care for a total of 10 children, of whom no more than six may be in the early years age range. There are three children on roll in the early years range. On the day of inspection, there were no children present. Care is also given to children aged over five years to 11 years registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is able to take children to, and collect from, local schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the setting is satisfactory. Children's individuality is appreciated and 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 generally good. The childminder has a basic understanding of most of her strengths and areas for improvement in her setting and takes steps to continuously improve her service. She has built good relationships with parents and other professionals to promote secure and consistent care for children who are making progress in the setting. Children are making progress in the setting.

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

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

- establish a system that records all visitors to the setting (Safeguarding and promoting children's welfare).
- 29/11/2011

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

- develop further risk assessment and safety checking system.
- develop further systems for reflecting on practice and self-evaluation 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 protected in the setting because the childminder is knowledgeable about local safeguarding policies and has sufficient 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. The childminder carries out regular safety checks and there are basic risk assessments that cover most of the setting's activity. This means that all of the areas used by the children are safe. Children are able to move safely and freely around the setting. However, the childminder does not record visitors to the setting, this may result in unsafe care for children.

The childminder has a good understanding of the Early Year's Foundation Stage and uses this to support children in their learning. The environment is organised and accessible to the children. Through discussions with the childminder she explained that equipment is altered to suit the children's interest and ability by adding scarves to the music box to encourage children's physical skills and enjoyment. This means that they are able to make progress in their development.

The childminder is aware of most of her strengths and weaknesses. She has attended a training session on effective planning; she used the training to improve the tracking of children's progress at the setting. She continues to set some appropriate targets. The childminder forms working relationships with parents and carers. In the main there is a generally good induction process. The childminder obtains useful information from the parents on how best to look after their children. This means that parents' wishes and children's individual needs are effectively met. The childminder records the children's progress by carrying out observations, occasionally taking photos, and recording children's development. Parents are encouraged to share the progress from home with the childminder; this means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. Appropriate relationships with the Sure Start advisor, the local schools and playgroup are established and contribute to supporting children's welfare and learning. The childminder has an appropriate equal opportunities policy and the setting is well resourced with a variety of equipment. Through discussions with the childminder it is evident that she considers all children as individuals and plans for their unique interests and needs. This means that the majority of individual needs of 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**

Through discussions with the childminder it is evident that children are guided 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 feel safe to take appropriate risks when using the bikes 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 some independence with their personal care. For example, they know to wash their hands after using the toilet. There are sufficient procedures in place for recording accidents and administering medication, which promotes children's good health.

Through discussions with the childminder it is evident that children learn the importance of healthy eating because they are provided with healthy fruits. Children can choose from fresh drinks all day. Children enjoy the benefits of fresh air and exercise. Children's physical skills are well developed because they have a garden to play in which is equipped and secure. They also have regular trips to the park and toddler groups, which contributes to their good health.

The childminder observes the children and she records their progress through pictures and comments. Children's actual progress towards the early learning goals is well tracked and shared with parents. Children are making progress in communication, language and literacy as the childminder has a good record of children's development in all six areas. The environment enables children to access a wide variety of books and there are many opportunities for children to write and make a mark. The setting offers children access to use technology regularly, using some electronic equipment such as cause and effect and talking toys. Through further discussion with the childminder, problem-solving, reasoning and numeracy are embedded in all activities offered; especially during counting and sorting activities that the children take part in. Consequently, children are making progress towards the early learning goals in all six areas of learning.

Through discussion with the childminder it is evident that there is a clear behaviour policy that outlines expected behaviour in the setting and the childminder gives clear explanations and sets appropriate boundaries. Furthermore, 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 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 making collage poppies to celebrate Remembrance Day and make coloured pictures to celebrate Diwali.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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