

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY410105
<b>Inspection date</b>	25/11/2011
<b>Inspector</b>	Sue Mann
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 in Oldham. The whole of the ground floor is used for childminding. The childminder is able to take and collect children from local schools.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age range. There is currently one child attending who is within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are happy and settled within the setting and participate in a good range of activities. Their needs are routinely met because the childminder recognises the uniqueness of each child. Overall, there are good systems in place to monitor the children's progress towards the early learning goals, however assessment procedures are not yet in place. Children benefit from good partnerships between the childminder and their parents due to effective information sharing. Overall, there are good systems in place to ensure that the children are safeguarded. The childminder continually evaluates the quality of her provision and is aware of her strengths and weaknesses.

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

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

- develop further systems that provide a summary of children's achievements to ensure their progression
- ensure all equipment is suitable for its purpose, this is with regard to the toilet seat.

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

The childminder demonstrates a good understanding of safeguarding children as she has attended relevant training. Therefore she knows what to do if she has concerns about a child's welfare. The childminder has a fire evacuation procedure in place which is practised regularly, which ensures children have opportunities to learn how to protect themselves in the event of a fire. All policies, procedures and child records that are required for the efficient management of the setting are maintained. Therefore children feel safe and secure in the setting.

Children's good health and well-being is promoted effectively through the childminder's hygiene routines and her commitment to ensure all steps are taken to prevent the risk of infection. Overall, daily risk assessments are carried out to ensure the setting is safe for the children who attend, however the childminder's risk assessment does not cover all areas of the bathroom. This means that children are not fully safeguarded when going to the toilet.

The childminder works well in partnership with the parents to meet the needs of the children. She seeks and takes account of the views of the parents through daily verbal conversations. Systems are in place to inform the parents of their child's daily achievements and learning. The childminder uses her generally good knowledge of the Early Years Foundation Stage to support the children's learning and development. This means the children are offered satisfactory support in relation to their current developmental needs. However assessments systems are not yet in place which means children's learning and development progress through the Early Years Foundation Stage is not fully documented. The childminder has developed good links with other local childminders and the local children's centre, which means she is able to access support and advice when required.

The childminder promotes positive outcomes for children as she has clear ideas about her setting and where she would like to make changes and improvements, although she has not yet formulated her self-evaluation. The childminder has a fully inclusive approach to meeting the needs of all children and promotes equality and diversity through books, posters and a range of appropriate resources. Children in the setting benefit from a wide range of colourful resources which are easily accessible from low-level units and baskets on the floor.

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

A well -planned settling-in process ensures that children's transition into the childminder's care is smooth. Time spent at the beginning of the arrangement ensures that the childminder is fully aware of each child's needs and stages of development. Observations of the children are noted in their learning journals, which are updated regularly, however systems are not yet in place to provide a summary of children's achievements to ensure their progression through the early learning goals. Good quality interactions and well-organised routines help the children to become secure and confident in the setting.

Children benefit from the wide range of age-appropriate resources available to them. These are rotated regularly to ensure children are given a wide range of experiences. As the garden is not used, the childminder regularly takes the children to the local park and for walks to ensure they get plenty of fresh air and exercise. This promotes children's well-being and an understanding of the world around them. Indoor physical activity is included through the use of action rhymes and songs which encourage the children to develop motor skills. Children's nutritional needs are met through a balanced diet. Fresh water to drink is available at all times which means children are hydrated whilst at the childminder's.

Children develop an awareness of the world around them through celebrating customs and cultures from around the world. This is promoted through books, posters, dressing-up clothes and other resources. Children are provided with puzzles and shape sorters to help them develop problem solving skills, whilst resources and posters depicting numbers help children develop an awareness of numeracy. Children develop mark-making skills with coloured crayons and pencils. They develop their imaginative skills through small world toys and role play. A range of dressing-up clothes further promotes and enhances this development. The childminder promotes children's communication, language and literacy skills through high quality interactions with the children as they listen to stories and join in with singing. They develop good future skills through the use of electronic toys.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----