

## Inspection report for early years provision

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<b>Unique reference number</b>	316284
<b>Inspection date</b>	21/12/2011
<b>Inspector</b>	Helene Terry
<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 has been registered since 1996. She lives with her husband and two children aged 17 and 10 years in a property in Rochdale, Lancashire. Areas of the home used for the children include the playroom, kitchen, utility room and toilet facilities on the ground floor. The rear garden is used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, of whom, no more than three may be in the early years age range. At present, she has three children within the early years on roll. The childminder also cares for children over five years of age. All children attend various sessions throughout the week. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends toddlers groups and she has a level 2 qualification in home based childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are progressing well in all areas of learning and development. They are happy, confident, have a sense of belonging and feel safe in their surroundings. Overall, their welfare needs are met well. Parents are mostly kept informed of their child's day through regular discussions. The childminder currently uses suitable systems of self-evaluation and adequately identifies her strengths and some areas for development. She has addressed recommendations from her last inspection successfully to demonstrate her commitment to driving improvement.

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

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

- ensure that parents have free access to the development records about their child (Safeguarding and promoting children's welfare).
- 05/01/2012

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

- ensure that the record of risk assessment includes any assessments of risks for outings and trips
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop further systems for observation and assessment to ensure that all six areas of learning are clearly tracked over a period of time for each child
- ensure each child has their own hand towel.

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

Children are protected and safeguarded because the childminder has secure knowledge of child protection issues and has clear procedures to follow if she is concerned about a child's welfare. Furthermore, all adults in the home have been vetted to ensure their suitability. Risk assessments are completed for all areas of the home children access, however, the record of risk assessment does not contain risk assessments of each type of outing undertaken with the children to minimise risks. Good policies and procedures for the safe and efficient management of the setting are in place and these are shared with parents, however, the sharing of development records is not being met. This is a breach of legal requirements.

The setting is inclusive. Space, time and resources are used effectively and children are able to access many resources safely for themselves, allowing them to make decisions in their play. Some of the resources, including posters, reflect positive images of diversity in society to help children understand and respect people's differences and similarities. The walls in the playroom have displays of children's art work, helping them develop a sense of belonging.

The childminder has suitable systems for self-evaluation, to help support the continuous improvement of the provision. Parents' views are obtained through discussions and parent questionnaires. Parents comment that 'The activities and challenges offered encourage children to try new ideas and experiences, which are enjoyable and challenging'. Since the last inspection the childminder has made some improvements to her resources and has continued her training and obtained a level 2 qualification in home based childcare. All recommendations identified at the previous inspection have been addressed, as a result enhancing children's welfare.

The sound partnership with parents ensures suitable two way information sharing to ensure that the childminder is aware of each child's changing individual needs and to ensure consistency of care. Parents and the childminder share children's achievements verbally but parents do not have access to their child's development records that are kept by the childminder. This does not meet the welfare requirements. Relationships with other early years settings that children attend are suitable. Information is shared between the school, parents and the childminder on a regular basis to promote children's development. Although, the childminder is aware of the need to work with other professionals involved in the care of children, such as health visitors, the need has not arisen.

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

Children clearly enjoy the time they spend with the childminder. Children take part in a good range of activities that take into consideration children's interests and learning styles. Good systems are in place to observe what children can do

developmentally and this is used to plan the next steps in children's learning and development. However, children progress is not tracked over a period of time, which potentially gives rise to gaps in their learning.

Children are happy to make their own choices and can independently select from the range of resources available to them. They are at ease with the childminder and happily initiate play with her. She engages with them in their play, supporting them and encouraging them to try new things. For example, they are helped to cut out the reindeers to stick on a card and as a toddler discovers how to turn on a changing coloured snowman she talks about the different colours displayed. Children have lots of opportunities to develop their language and literacy skills. The childminder talks with them constantly about what they are doing helping them link words to actions. Children delight in mark making, developing pre writing skills, using a variety of tools, such as brushes, pens and crayons. They have the opportunities to bring this into their imaginative play as they pretend to take orders in the caf, making squiggles for the words. Four-year-olds are writing their own names and are beginning to identify the sounds of letters of the alphabet. Children make good progress in their problem-solving and numeracy skills as the childminder supports the children to develop their understanding further. For example, they complete jigsaws and a variety of activities to develop their understanding of shape, sequence and measure, including, baking their favourite buns.

The childminder provides children with interesting and varied experiences to develop their knowledge and understanding of the world, including life cycles. For example, they grow plants in pots and do activities about the weather and seasons. Children also enjoy activities to develop their skills in information and communication technology, for example, electronic activities where toddlers push buttons to see what happens and more able children have the use of the computer.

The children's health and well-being are well promoted. They eat appetising meals and snacks and have regular drinks throughout the day. At snack time they make choices from healthy options, such as, cheese and crackers, hummus dips and fresh fruit. Regular opportunities to enjoy plenty of fresh air and exercise are provided through daily walks and playing in the garden on the good range of equipment. In addition, regular hand washing and the policy for sick children all help to contain the spread of illnesses, however, children do not have use of individual towels, which potentially increases the spread of infection. Children are developing their understanding of how to keep themselves safe in the environment. For example, they learn about road safety and stranger danger during outings. In the home they are beginning to understand about the safe use of equipment, for example, a toddler uses oven gloves to remove dishes from the oven in play kitchen unit, because it is 'hot'. Although, a fire evacuation procedure is displayed and talked about with the children, they do not take part in regular fire drills, which affects their ability to know what to do in an emergency.

Children are very well behaved in the childminder's care as effective behaviour management strategies are implemented. Children are polite and caring towards one another with older children helping the younger ones. The childminder has

realistic expectations in accordance with each child's age and stage of development and is a positive role model towards them.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
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>	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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