

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431057
<b>Inspection date</b>	09/01/2012
<b>Inspector</b>	Diane Hawkey-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 partner and two children aged four and six years in the Cheetwood area of Manchester. The childminder's brother-in-law also lives at the premises. She uses the whole of the ground floor for childminding purposes and these include toilet facilities. She is registered to care for a maximum of four children under eight years, of these three can be early years children and can be under one year. This is because her own two children are in full time education. When working with an assistant, she may care for no more than six children aged under eight years and of these, not more than four may be in the early years age group, and of these, not more than two may be under one year at any one time. There are two children on roll and both are in the early years age range. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. The setting is open for 51 weeks of the year from 8am to 6pm.

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

Overall the quality of the provision is satisfactory.

Children's individuality is mostly appreciated and supported as the practice is in the main inclusive. The majority of the policies and procedures are established and clear, which results in the promotion of children's welfare being satisfactory. The childminder has an understanding of some of her strengths and areas for improvement in her setting and takes some steps to improve her service. She has built relationships with parents and some professionals to promote secure and consistent care for children. All children are making satisfactory progress

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

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

- develop a written fire log book to record the evacuation drills carried out and details of any problems encountered and how they were resolved
- develop further the provision to include images and equipment that reflects and promotes equality and diversity
- establish a system to ensure that each child has their own bed linen and flannel
- develop further opportunities for children to explore and share their thoughts, ideas and feelings, for example, through a variety of art and design activities.

## **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 risk assessments for most of the provision that are regularly reviewed. This means the areas used by the children are safe and children are able to move safely and freely around most of the setting.

The childminder has some understanding of the Early Years Foundation Stage and uses this to support children in their learning. The environment is mostly organised and accessible to the children. The equipment is changed to suit the children's interests and ability. Children developing walking skills are supported by the childminder as she introduces a push along walker to enable children to walk independently. This means that they are able to thrive and make progress in their development.

The childminder is aware of some of her strengths and weaknesses. She has attended training on first aid. She uses this training to improve the safe care of children. She continues to set some appropriate targets and has established fire practices; however, she does not record the details or any problem encountered which may result in ineffective developments in this area. Nevertheless, children are secure in the fire procedure and are kept safe.

The childminder forms close working relationships with parents and carers. In the main there is an appropriate induction process. The childminder obtains some useful information through the child's 'All about me' that enables her to find out from the parents how best to look after their children. This means that parent's wishes and children's individual needs are sufficiently met. The childminder records the children's progress by carrying out observations and linking the child's development to the Early Years Foundation Stage and this is shared with parents, 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 are established with the local Sure Start centre and childminding support worker; these relationships contribute to supporting children's welfare and learning.

The childminder has an appropriate equal opportunities policy and the setting is resourced with a variety of equipment, however, there are insufficient resources that reflect equality and diversity. She considers all children as individuals and plans for their unique interests and needs. This means that the majority of individual needs of the children are met and children are included 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, not to throw inside, and to tidy up areas after use. They feel secure as they are encouraged to follow evacuation procedures. Children are kept safe as they follow guidance when

they are climbing and using electronic toys. They feel secure to take appropriate risks when using the bikes and equipment as they are given clear 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 are beginning to know that they need to wash their hands before eating. Children are protected from cross-infection as the equipment is cleaned regularly. The childminder ensures the equipment and environment are cleaned to a suitable standard and checked daily. However, the childminder has not established that each child has their own bed linen or flannel.

There are sufficient procedures in place for recording accidents and administering medication, which promotes children's good health. They learn the importance of healthy eating because they are provided with healthy fruits, which they thoroughly enjoy. Children enjoy the benefits of fresh air and exercise as they have regular trips to the park, shops and local Sure Start centre, which contributes to their good health. Children's physical skills are developed because they have a garden to play in which is suitably equipped and secure. They also enjoy activities which promote their physical well-being, for example, dancing, playing with balls, and riding on bikes.

The childminder observes the children and she records some of their progress through comments and chats with parents. Children are making progress in communication language and literacy as the childminder spends time speaking to the children and encourages communication between the children. Children access a variety of books, matching games and there are a few opportunities for children to write and make marks with crayons and pencils. The children enjoy singing and dancing to their favourite nursery rhymes. However, the children have few opportunities to explore their thoughts and feelings through art and design activities. The children use technology regularly in the setting as they use electronic equipment, such as a child's electronic guitar, microphones and electronic toys. Problem solving, reasoning and numeracy are explored in some of the activities offered, especially during counting and sorting activities that the children take part in. Children also enjoy cooking activities and making cakes. Overall, children are making satisfactory progress towards the early learning goals in all six areas of learning.

Children behave well in the setting because the childminder gives clear explanations and sets appropriate boundaries; the children know not to climb on the chairs and they are caring towards each other. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. They are encouraged to respect each other's things and to share and take turns. The childminder makes effective use of books and activities to introduce new ideas and promote diversity. For example, the children enjoy celebrating Christmas by reading stories, baking cakes and decorating a Christmas tree.

## 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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met