

## Inspection report for early years provision

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<b>Unique reference number</b>	EY410597
<b>Inspection date</b>	12/01/2012
<b>Inspector</b>	Cathryn Parry
<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 2010. She lives with her partner and one child aged two years in the residential area of Heywood in Lancashire. The whole of the ground floor and the bathroom and small bedroom on the first floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has a hamster and two fish as pets. The childminder cares for children on weekdays from 7am to 6pm for 49 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. She also offers care to children aged over five years to 11 years. There are currently three children on roll, all of whom are under eight years. Of these two are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. She receives support from the local authority.

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

Overall the quality of the provision is good.

Children are happy and settled in the welcoming and friendly setting. The childminder demonstrates a positive attitude to providing an inclusive environment. The wide range of planned and spontaneous activities ensures all children have good opportunities to make progress in their learning and development. Systems for involving parents and carers in the ongoing observation and assessment process are being developed. The childminder is starting to implement procedures to link with other practitioners. She liaises with an early years professional from the local authority as part of the process to ensure continuous improvement is effectively maintained.

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

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

- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop further systems for parents and carers to contribute to the ongoing observation and assessment process.

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

Children experience good levels of supervision and a range of safety equipment is in place to ensure hazards are reduced. The childminder has a good understanding of her responsibilities with regard to safeguarding children. She knows how to report and monitor any concerns in order to protect them. Regular risk assessments, both indoors and out, minimise the chance of accidental injury effectively. The childminder's commitment to her professional development is good, which improves outcomes for children. Children are able to explore independently, using clean and well-maintained resources that are stored at their height.

The childminder effectively promotes equality and diversity. Positive relationships with parents and carers ensure children's individual needs are met well. Information is shared verbally and with written diaries. This enables parents and carers to continue their child's learning at home through highlighted activities. The childminder demonstrates a good understanding of the benefits of working with other professionals in order to enable all children to meet their full potential. Systems for sharing relevant information with other practitioners where children receive care and education in more than one setting are not fully developed. This impacts on continuity and cohesion.

The childminder is focused on helping children to make good progress towards the early learning goals. She clearly reflects on the learning and development opportunities provided. The childminder recognises her main strengths as being the one-to-one support she can give children and her previous experience of working in a nursery. She is also focused on improving her garden area to further develop opportunities for outdoor activities. The childminder gains feedback from parents and carers to give her a broader view of the service she offers in order to effectively meet the needs of those currently attending.

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage framework and implements it well. Children make good progress and have fun, as she plans activities and experiences giving regard to their interests and capabilities. Pictorial evidence of what children have achieved with the childminder is collated in their learning journey along with written observations. These are attractively maintained and linked to the six areas of learning. However, systems for parents and carers to contribute to the ongoing observation and assessment process are not fully developed. This impacts on the childminder's ability to monitor all the achievements children make.

Children take part in a variety of activities and outings. The childminder's confident approach to equality and diversity contributes to children's positive attitudes to the wider community. They celebrate different festivals, which effectively raises their

awareness of different beliefs and traditions. Children show care and concern for one another. Examples of this are when one child gives another her drink and one says she would like to share her play dough. They are gaining a good understanding of the natural world, for instance when planting sunflower seeds and going to feed the donkeys. The flexible routine enables children to make independent decisions and choices, raising their self-confidence. The way that the childminder listens to children and gives them time to reply encourages their developing language and communication skills. Matching, sorting and sequencing activities are regularly incorporated into children's play experiences. These effectively nurture their problem solving, numeracy and reasoning skills. A variety of creative activities promote children's self-expression whilst having fun. They use information and communication technology well to develop their skills for the future. An example of this is where they have great fun operating a remote control vehicle.

Children show a strong sense of belonging. Routines, such as tidying away toys from the floor and using the pedestrian crossing, effectively encourages them to take responsibility for their own safety. Children explore, test and develop physical control, for instance when visiting the soft play centre and the local park. Their well-being is enriched through accessing a healthy diet with the meals provided being homemade. They enjoy baking activities, which clearly nurtures good lifestyle habits for the future. Children adopt good personal hygiene routines. Examples of this are when they wash their hands after feeding the fish and after using the toilet.

## 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	3
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
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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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