

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407897
<b>Inspection date</b>	24/01/2012
<b>Inspector</b>	Emily Wheeldon
<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 registered with Ofsted in 2010. She lives with her husband and daughter aged three years in Pendlebury, Swinton. The whole of the ground floor of the house is used for childminding purposes. There is a garden available for outdoor play. The family has a pet dog which is kept in the back garden.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children over five years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development in an inclusive environment. The majority of systems for observation and planning are effective and children make good progress in their learning and development. Overall, hygiene procedures are good. Partnerships with parents are positive and mean that the childminder has a thorough understanding of children's individual needs. The childminder has systems in place to make links with other providers so that children receive continuity of care. The childminder has a clear vision for the continuous improvement of her setting.

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

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

- promote the good health of children taking necessary steps to prevent the spread of infection by consistently washing hands before meal times.

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

The childminder has comprehensive knowledge of safeguarding issues and a high level of commitment to children's safety. For example, she has attended safeguarding training and has a good range of clear policies and procedures. The premises including the back garden and outings, are risk assessed on a regular basis and the childminder keeps good records including accident, medication and attendance records so that children are further protected.

The childminder has a good knowledge about the Early Years Foundation Stage

and uses this well to support children in their learning. She has completed several training courses since her registration some of which include schemas, challenging behaviour and healthy eating. Equality and diversity is promoted well within the setting. For example, the childminder shares stories and has discussions about differences in society. The childminder has systems in place to record children's progress which she can share with other professionals to ensure that the needs of children with special educational needs and/or disabilities are well met. The environment offers a wide range of activities and resources are easily accessible to the children. This means that they are able to develop their independence by self-selecting toys. She carries out regular observations on the children and uses these effectively to aid her in identifying and planning for their next steps in learning.

The childminder has a clear vision and continually looks for ways to improve her provision. For example, she has made changes in the playroom by reorganising the layout to make room for toddlers to negotiate and move around larger equipment. Partnerships with parents are positive and parents are provided with good quality information about the learning and development of their children through the use of daily diaries and detailed learning journeys. The childminder supports mothers and babies through the weaning process, enabling babies to have their care needs met. The childminder has regular contact with local childminders and support from the Local Authority's development team.

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

Children are cared for in a bright and stimulating environment. Activities are linked to the interests of the children and there is a good balance of adult-directed and child-initiated activities. Information from observations is used well and informs the childminder of the next steps in a child's learning and development. Children develop their creativity skills by experimenting with objects from treasure baskets and investigating properties of materials and textures when making collage pictures.

Children feel very secure and settled because the childminder ensures their needs are met. For example, children stretch out their arms for a cuddle when they are feeling upset. Children are confident and have positive social skills when they giggle uncontrollably and have fun wrapping their heads in floaty scarves and play peek-a-boo. They chat about the marks they make with crayons on an easel which helps to develop their fine motor control and say, 'Look lines!'. Opportunities for children to develop problem solving, reasoning and numeracy are incorporated in activities. For example, children develop an awareness of shape and size as they attempt to post shapes through a shape sorter. Laptops and programmable toys are available for children to use to develop their skills in information, communication and technology. This also equips them with good skills for the future. Effective use is made of the local area giving children a breadth of opportunities to help raise awareness of the wider community, such as outings to the parks and museums. Engaging activities, such as, tasting Chinese food and making elaborate Chinese dragons are used effectively to support children's

understanding of different cultures and beliefs.

Children show a good understanding about healthy lifestyles and generally follow good personal hygiene routines. Children benefit from healthy snacks of breadsticks and fruit and nutritious meals. However, children are not reminded consistently to wash their hands before eating which means there is a risk of cross infection. Children enjoy fresh air and a range of physical activities outdoors. Children's behaviour is good and reflects the role modelling provided by the childminder. Reminders from the childminder to look out for the green man when crossing the road and practising fire evacuation procedures teaches children how to keep themselves safe.

## 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
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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	3
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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