

## Inspection report for early years provision

---

<b>Unique reference number</b>	322581
<b>Inspection date</b>	25/01/2012
<b>Inspector</b>	Janice Ellis
<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 2012

## 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 has been registered since June 2000. She lives with her husband and their 12 year old child in Standish, near Wigan. The family has a small dog, which is kept away from the children when they attend. The children have access to parts of the ground floor of the childminder's home and the enclosed rear garden. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under the age of eight years, three of which may be in the Early Years Foundation Stage, at any one time. Currently, there are nine children on roll, three of whom are in the early years age range.

The childminder is qualified to Level 3 in childcare and is supported by the local authority and childminder networks.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe and happy in this setting because their needs are generally met effectively by the responsive, caring childminder. The childminder ensures that all children are included in the activities on offer and takes notice of their likes and interests, resulting in them making satisfactory progress. However, systems to use these observations to plan appropriate activities for individual children are not fully established. Some documentation that is required for effective care of the children is also not in place. The childminder is aware of these weaknesses through ongoing self-evaluation and has recently liaised with support networks, in order to address these issues.

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

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

- keep a record of risk assessments that identifies aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Premises, environment and equipment) 26/03/2012
- undertake sensitive observational assessments, in order to plan to meet young children's individual needs (Organisation). 26/03/2012

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

- provide a stimulating environment in which creativity, originality and expressiveness are valued

- enable parents to review their children's progress regularly and contribute to their child's learning and development record.

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

Children are safeguarded and protected in the setting because the childminder has a clear understanding of safeguarding issues and procedures. She also knows how to seek advice or support if necessary. Children are cared for in a safe, secure environment, which the childminder checks daily for any potential hazards. She takes emergency contact numbers and first aid equipment on any visits they make, such as outings to the local shops or the nearby park. However, written risk assessments for all aspects of the provision, including outings, are not in place.

Suitable resources are accessible and the children play freely for large parts of the day. The childminder plays effectively with the children, sharing her time between them well and anticipating their needs. She uses children's play choices to build on their learning. For example, by asking questions about characters in a book, shapes in the jigsaw puzzles or labelling colours and names of animals. The outside area is enclosed and there is a selection of outdoor play equipment available to the children.

The childminder is keen to make improvements to her provision and is currently working with the local authority and a local childminder network support group to set targets for improvement. Previous actions and recommendations from earlier inspections have been met. For example, the childminder has ensured the inclusion of resources that reflect diversity by adding in posters, books, dolls and other toys to her provision. This means that the children begin to understand about differences and other cultures appropriately.

The childminder is approachable and friendly with parents, keeping them informed about how their child has settled, what they have done during the day and their daily care routines. This ensures that children's basic needs are being met. However, there is no information shared with parents regarding their child's progress towards the early learning goals of the Early Years Foundation Stage.

All children are included in the planned, adult-led activities with sensitive support tailored to each child's need. For example, the childminder provides a range of tools for a painting activity as she is aware of the different level of skills among the children. There is scope, however, for more free exploration of resources and materials in creative experiences, particularly for the younger children.

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

The children display behaviour that shows they feel secure and confident in the childminder's care. They laugh, jump around, snuggle up for stories and invite the

childminder to 'have a cup of coffee' with them as they play with the kitchen items. Their needs are met, they are listened to and responded to and they are given the freedom to make choices about their play. This gives the children confidence and helps them to feel independent. Their natural rhythms are noted, as the childminder offers quieter, less demanding activities, such as jigsaw puzzles and books after lunch, then more lively activities later.

The children are developing a good understanding of personal hygiene, needing little reminding to wash their hands after using the toilet and before lunch. They are offered healthy food at meal times and the children are encouraged to talk about what they like to eat and are encouraged to try different foods. Fresh drinking water is available to them at all times in their favourite cups. The children are given the opportunity to play outside in the garden or in the nearby park. They also attend various play groups, which gives them opportunities for more vigorous movement.

The childminder notices what the children can do and what their interests are and generally provides for these with her resources. For example, a child's interest in dressing-up has led to more resources being added. The children's developing language skills are supported by sensitive modelling and responses from the childminder. Counting and discussion about size and shape occur in natural situations, such as 'I know you like the big spoon not the little spoon' and, 'That's called a triangle. It's got three sides. Look, one, two, three.' Trips to the local shops, the library and the nearby school ensure that children are developing an awareness of their community. However, there is currently no system for regular, ongoing observations of each child. This, in turn, means that there is no assessment of children's progress or planned activities that meet their particular needs or interests.

Children behave very well in the setting because the childminder gives clear explanations and gentle reminders about expected behaviour. For example, she reminds the children to tidy toys away, so that they do not get broken and not to stand on the chair in case they fall. The children are encouraged to share and be considerate of others as they play. In this way, the children are learning to be respectful and to expect respect in return. The childminder plans activities around certain festivals, such as making lanterns and dragon masks for Chinese New Year. In this way, the children are becoming aware of diversity of cultures that may be different to their own.

## 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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### 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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children). 26/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children). 26/03/2012