

## Inspection report for early years provision

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<b>Unique reference number</b>	501585
<b>Inspection date</b>	01/02/2012
<b>Inspector</b>	Joanne Ryan
<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.

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 registered in 2001. She lives with her partner and two children aged 12 and 15 in Dobcross, Oldham. Most of the childminder's house is used for childminding and there is a fully enclosed area for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding eight children mainly on a part time basis. The childminder walks and drives to local schools to take and collect children. The childminder attends local parent and toddler and playgroups.

The childminder is a member of the National Childminding Association. The childminder is registered on the Early Years register and the voluntary and compulsory part of the Childcare register.

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

Overall the quality of the provision is satisfactory.

The childminder provides an environment which is safe, inclusive and promotes the welfare of the children. The good partnerships with parents and others involved in the lives of the children, ensure that everyone works together to support the children and to meet their needs. Self-evaluation is beginning to be used by the childminder to enable her to begin to identify strengths and priorities for improvement.

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

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

- carry out a full risk assessment for each type of outing (safeguarding and promoting children's welfare) 15/02/2012

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

- enhance the observation and assessment procedures by consistently identifying the next steps for learning and using this information to inform future planning.

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

Risk assessments of the premises are in place and are reviewed regularly, ensuring children's safety is continually maintained, both indoors and outdoors. However, the childminder does not carry out a risk assessment for each individual outing, which could potentially put children at risk. Effective safeguards have been

implemented to minimise identified hazards. Equipment and play resources are regularly checked to ensure they are safe and suitable for the children attending. Children are kept safe from harm due to the childminder's knowledge of child protection issues. Parents are kept well informed of their child's daily activities through verbal feedback, photographs and an invitation to view their child's development folder at any time.

Clear communication ensures that information regarding children's unique needs and their developmental progress is routinely shared and therefore, they receive excellent continuity of care. Open dialogue with parents also ensures that they are involved in children's learning and development, for example, the childminder and parents share observations of what children can do and what their current interests are, which enables the childminder to extend this through planning and providing related resources. Developing partnerships with other settings ensures that the childminder is aware of other experiences provided for children, so that she can effectively plan for and provide activities which complement them. There is a range of resources available and they suitably support the children's learning.

The childminder has begun to evaluate the service she provides and she has an awareness of her strengths and areas for development. The recommendations from the last inspection have been addressed. She has included the contact details for Ofsted within her complaints procedure for parent's information and now has in place smoke detectors on all levels of the property. Written references from parents indicate that they are happy with the service provided. Parents comment that the childminder is approachable, flexible and reliable and they praise the way in which she makes their children feel welcome. The childminder has established effective links with other settings delivering the Early Years Foundation Stage, which enable her to provide continuity of children's care and learning.

The childminder supports a child with special educational needs and she recognises each child is unique and works closely with parents and others to identify and meet their individual needs, contributing to individual learning plans. The resources positively portray diversity in society and the childminder uses sign language to ensure all children can communicate effectively.

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

The childminder shares close relationships with the children, who feel at ease and are secure and confident in her care. This positive sense of well-being gives the children a secure foundation on which to play, explore and develop. The children develop a good sense of belonging.

Children have opportunities to develop healthy eating habits, because the childminder provides healthy snacks, such as, fruit and encourages children to drink water. Children have good opportunities to be physically active. They routinely enjoy walks and activities outdoors, which contribute to a healthy lifestyle. They learn about good hygiene procedures as they tend to their own bathroom needs and wash and dry their hands.

Children's art work, posters and positive images, decorate the walls to create an intriguing and visually stimulating environment. The childminder effectively supports children to develop language skills, routinely introducing new words and asking open ended questions to encourage children to speak. For example, during a baking activity they talk about the rolling pin moving "fast" and "slow". The childminder promotes mathematical development as they count out the cheese tarts and identify how many more they will need to fill the baking tray. Children understand the importance of keeping safe and learn about safety rules, the childminder explains she is moving the knife because it is sharp.

The childminder carries out some short observations of the children during their play. She takes a photograph and shows the links to the six areas of learning. However, the system to assess children's future learning needs to link into future planning so children's progress can be monitored more effectively. The children's folders of work, observations and photographs of the activities they have undertaken, are shared with parents in order to develop an effective partnership.

The childminder is a good role model for children and has positive strategies in place. Children respond to praise and encouragement from the childminder and use their manners regularly. This promotes children's confidence and self-esteem and as a result, children thrive within a caring and nurturing environment. A child plays with the tea set and the childminder offers her some water to extend her experience. The childminder asks the child the colour of the cups and she describes the colours correctly demonstrating her awareness of colours. A child sings while she is playing, showing she is confident and happy in her environment.

## 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	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>	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	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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