

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY292577
<b>Inspection date</b>	02/02/2012
<b>Inspector</b>	Jennifer Kennaugh
<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 was registered in 2004. She lives with her partner and two children aged six and eight years old in the Langley area of Middleton. The family has a pet dog, which does not access the house during childminding hours.

The rooms used for childminding are comprised of the lounge-dining room and conservatory on the ground floor and a first floor bedroom for sleeping. Toilet facilities are on the ground and first floors. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for five children under eight years at any one time, of which three may be in the early years age range. There are currently seven children on roll, of whom five are in the early years age group.

The childminder is in close proximity to shops, schools, parks and local transport links.

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

Overall the quality of the provision is good.

The childminder promotes children's welfare and learning well, enabling them to make good progress towards the early learning goals. The childminder is knowledgeable about the Early Years Foundation Stage and children experience positive outcomes in their learning and development. Children are happy and secure and the childminder provides a welcoming environment where promoting diversity and equality is a priority. There are close partnerships with parents and they are well informed of their children's daily care, routine and learning. Self-evaluation is effective, although, not yet fully recorded. Also the childminder is committed to making continuous improvement to the provision.

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

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

- develop a culture of reflective practice and self-evaluation, in order to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop further systems for formative assessment to inform planning for children's development and learning.

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

Children are protected well in the setting because the childminder is knowledgeable about safeguarding due to training. She has effective policies and procedures in place, which lead to good practical safety measures being employed. Thorough risk assessments for premises and all outings are made to prevent accidents and they are regularly reviewed. All documentation related to statutory requirements is in place to ensure the safe and effective management of the setting.

Toys and resources are easily accessible to children in the bright, well-equipped playroom, so that they can make choices about what to play with. The childminder makes effective use of training and attends a wide range of courses to inform her practice, including taking part in a local authority pilot scheme to learn about caring for children with special needs and/or disabilities. She is well informed about the Early Years Foundation Stage, as a result of training and uses this effectively, so that children develop and thrive in her care.

The childminder self-evaluates on a regular basis, especially with regard to risk assessments. However, she has only just begun to complete a self-evaluation form. She maintains a development plan to show when she needs training and practicalities, such as extending a book of photographs from which children can choose toys to play with. The childminder is enrolled to start the local authority quality assurance scheme to enhance outcomes for the children in her care.

The childminder places a high priority on developing close relationships with parents, in order to support children's welfare and development. She obtains information about children on joining the setting to inform initial planning and to help them settle quickly. Parents receive a daily diary regarding their care and routine, so that they are well informed about their child's day. Parents often return information through this, which the childminder uses for inclusive planning. She also makes digital camera photographs on a disk available to parents every three months and when children's art scrapbooks are full, they are sent home as a keepsake. The childminder does not currently liaise with other settings as children in her care do not attend any other settings. However, she is aware of the information she needs to exchange when children attend other settings, as well as her own. She uses newsletters from other early years settings to inform her own planning for children and provides information when they join other settings to help transitions, when needed.

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

Children explore their environment confidently, selecting from the toys and resources on offer. They talk freely to the childminder and visitors, showing that they are settled. Children generally use toys safely and the childminder gently

encourages safe use by taking away toys that are being misused while explaining to the children. She encourages children to apologise, so that they develop a sense of responsibility for the safety of themselves and others. Children have regular opportunities to practise the evacuation drill, so that they are familiar with it. On outings, the childminder emphasises road safety, as part of children's individual planning. She also reminds children of safety around animals and 'stranger danger', while being sensitive not to make them fearful.

The childminder provides daily opportunities for physical play, using resources on and off the premises. She takes children to parks and to a local gymnastics centre where they can extend their physical development, along with providing a wide range of outdoor play equipment in the rear garden. Menus are healthy and food is home-cooked, with plenty of fruit and vegetables to promote this, as part of a healthy lifestyle. The premises are very clean and good hygiene routines are maintained at meal times and nappy changes to prevent infection.

The childminder makes frequent observations of children to inform her planning to extend their learning. She plans for all six areas of learning and development for each child in the early years age group. Plans are individual and activities are inclusive, so that all of the children can benefit from them. Progress towards the early learning goals is good and may be very good for some children, but the current recording system lacks enough detail to reflect the latter. The childminder makes plans based on children's interests, such as emergency vehicles to help them stay motivated, with activities, for example, small world play, painting and making models. This extends children's physical development and provides opportunities for enhancing communication and creative skills. Children enjoy song and rhyme sessions with puppets and instruments. The childminder uses these to promote early counting along with turn-taking skills. The childminder organises outings to zoos, city farms, the seaside and museums to develop children's understanding about the wider world. Children enjoy opportunities to find out about the natural world through activities with other childminders using local woodlands for mini-beast hunts and pond-dipping. In the summer, children learn about plants by growing sunflowers in the childminder's garden. The childminder provides a tablet computer for children to develop early information and communication technology skills to help future learning.

Behaviour is generally good because the childminder sets clear boundaries and expectations for the children. She praises good behaviour and uses appropriate rewards, such as stickers to motivate children. Good use is made of behaviour management techniques to minimise conflict when children are not used to sharing toys. The childminder organises activities to celebrate festivals and events, such as, Diwali, Chinese New Year, Australia Day and Halloween to promote children's respect for diversity in society.

## 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
--	---

### 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

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:	Met
---	-----

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