

## Inspection report for early years provision

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<b>Unique reference number</b>	EY385656
<b>Inspection date</b>	02/02/2012
<b>Inspector</b>	Susan Rae
<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 2008. She lives with her three children aged 20, 17 and 14 years in the Longsight area of Manchester. The whole ground floor of childminder's house is used for childminding. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time (Early Years Register, compulsory part of the Childcare Register). The childminder is also registered to care for children on the voluntary part of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has satisfactory knowledge and understanding of meeting children's individual needs. However, the planning, observations and assessment procedures for individual children as they progress towards the early learning goals, is in the development stages. There are positive relationships with parents to engage them in aspects of the setting and keep them up-to-date and informed of their children's routines through a daily diary called 'From me to you'. Required policies and procedures for the safe and efficient management of the provision are in place and support children's safety and well being. The system for self-evaluation to identify priorities for future targets and to maintain continuous improvement to the provision and the outcomes for children is limited.

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

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

- renew Paediatric First Aid certificate. 02/03/2012

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

- develop risk assessment to be completed for a outings
- further develop the system of planning, observation and assessment in order to meet individual children's needs to support their future steps as they progress towards the early learning goals.

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

Children are protected and safeguarded because the childminder has risk assessments for the premises. She is aware of her role and responsibilities to protect children from any harm, and follows the local procedures. She has written

policies and procedures for parents. Children are safe and secure in the premises and the deployment of resources are satisfactory. The environment is planned to enable the children to move freely and use suitable equipment, furniture and toys to support their development. The childminder ensures that children are safe in the home environment, however, when on outings she needs to develop risk assessments to given attention to all necessary safety procedures and safety equipment.

The childminder shows some commitment to supporting and enabling children to develop and learn, but identifies her need to carry out further training for the Early Years Foundation Stage (EYFS) Framework and the assessment arrangements. She has average written records and policies. Children's safety is maintained as cleaning materials are stored out of reach. Children have access to a secure outdoor space. The childminder recognises some of her strengths and weaknesses. However, the system of self-evaluation in order to help promote continuous improvement to the provision and outcomes for children is limited.

The childminder has established good partnerships with parents. They are valued as partners and are confident in the childminder's ability to meet the individual needs of their children. They are provided with access to policies and procedures, and exchange information verbally and written at the start and end of each day about routines. Links with other professionals are planned. All families are welcomed and included in the setting. The childminder always asks parents to visit if they are interested in her childcare. She talks about behaviour management strategies and gathers important information about medical and dietary needs. Children have access to all toys, activities and facilities and learn about their local community and differences as they go out regularly into their own community.

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

Children are happy and secure and enjoy their time in the childminder's care. She has created a calm, welcoming environment where children are supported and encouraged. She talks to and reassures children throughout the day and works to a flexible routine so children feel a sense of belonging. The childminder has satisfactory knowledge of child development and provides a satisfactory range of experiences and learning activities. Children participate in outings to shops, the park and visiting other adults and children. The children lead their own play through some free access to toys that they choose from the storage boxes that are set out for them throughout the day. However, the childminder's knowledge and understanding of using planning, observations and assessments to identify learning priorities and matching observations to the expectations of the early learning goals is limited.

Children develop their independence as they learn to feed themselves, hold a cup and express their own needs for a drink. They meet socially with other adults and children when out and about in the community. Children show a strong exploratory interest in their toys and the environment. They feel special through the positive responses from the childminder when looking after the environment, tidying up.

They are confident and feel safe and secure within the healthy relationship with the childminder. Children respond to boundaries with encouragement and support. They develop their creative and imaginative skills through mark-making with different mediums, they enjoy music and singing. Children's speech and language is supported as the childminder talks to children and asks questions and is able to speak in more than one language. They respond to different things said when they are with a familiar person or within a familiar context. They can carry out simple tasks and follow instructions. Children use technology toys and push buttons, twist knobs and investigate the keyboard on the laptop. They enjoy the outdoor environment and go to the local park to play ball games. The childminder understands the importance on valuing children from other cultures and backgrounds and takes the opportunity to discuss this with the children when out in the local community. Children show interest and curiosity in things that are built and fall down and when opening and closing doors. They develop their physical skills and move about freely in their environment, they use large equipment in the garden, at the park and the soft play centres. They enjoy problem solving when completing several jigsaws that are mixed together.

Policies and procedures to maintain children's health, safety and well being are in place. Children learn about health and safety rules as the childminder explains to children what is safe and not safe and why. For example, not to climb on furniture you may fall and hurt yourself. Children learn about the importance of good hygiene and wash hands after toileting. Children feel safe and secure with the childminder. For example, they have confidence to walk around, ask for things and initiate activities. Children's behaviour is managed in a way that supports their understanding of what is right and wrong.

## 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	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	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	3
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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	3
The extent to which children make a positive contribution	3
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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