

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY421918
<b>Inspection date</b>	08/02/2012
<b>Inspector</b>	Joanne Law
<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 2011. She lives with her husband and children aged four years and three months old in the Royton area of Oldham. The whole of the property, except the master bedroom is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage, who attends on a full-time basis. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association. She receives support from the local authority.

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

Overall the quality of the provision is good.

The childminder has organised her home well, which enables the children to enjoy their time in a welcoming and stimulating environment. Children's unique needs are well met and they make good progress in their learning and development. Documentation to ensure the safety and welfare of children is in place. Overall, the childminder evaluates the quality of her provision and is committed to improving and developing her service. Purposeful partnerships with parents and others are developing to ensure that everyone works together to support children.

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

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

- develop further the use of self-evaluation, taking into account the views of parents/carers
- build upon planning systems to further develop; effective, exciting, varied and progressive learning for children.

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

Children are safeguarded and well protected because the childminder is knowledgeable about local safeguarding policies and has effective procedures in place to manage any concerns she may have about children in her care. The childminder has effective up-to-date risk assessments. This means that children are able to move safely and freely around the home.

The childminder is knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning. The environment is well organised and accessible to the children. This means that they are able to thrive and make good progress in their development. The childminder is aware of her strengths and weaknesses. She looks for ways to improve her provision for the children and sets herself appropriate targets. For example, she has recently labelled all of her resources. This means that children are able to choose independently and learn about words having meanings. She has plans to develop this further by introducing a resource book.

As her service is still in the early stages, she has not yet had sufficient time to establish fully, ways to include the views of the parents to inform her future development.

The childminder forms close working relationships with parents and carers. She obtains useful information about each child, such as their routines and interests. This means that parent's wishes and children's individual needs are effectively met. The childminder and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. The childminder shows knowledge and understanding about working with other professionals and provisions but has had limited opportunities to put this into practice.

An effective equal opportunities policy is regularly reviewed and supports her well. This means that the individual needs of all children are met and all of them are included fully in the life of the setting.

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

Children are making good progress in their learning and development because the childminder has a good understanding of how children learn through play. The childminder observes children and plans for their next steps. Although, planning is not yet fully developed, children are making steady progress towards the early learning goals in all six areas of learning.

Children settle well in familiar surroundings where the childminder is sensitive to their needs and interests. Children demonstrate their independence as they move around the home selecting different toys and resources to play with. The good organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners. Children's language development is well supported by the childminder through positive interaction. She reinforces children's understanding, for example, by naming items when a baby points or reaches for them. Children's awareness of people's differences is promoted as they are able to access different resources and have opportunities to learn about the local community. A range of electronic toys give children opportunities to acquire basic skills in operating simple equipment.

The children are provided with nutritious snacks and meals, such as cottage pie and selections of fruit. Consequently, the children are developing a good understanding of making healthy choices. Meal time is a social occasion where young children are happy to be vocal and develop independence skills, such as feeding themselves using appropriate utensils. Overall, opportunities for children to be active are good. They frequently use the local community for a dance and music session, trips to parks and they also play outdoors in the enclosed garden. The childminder offers indoor physical activities for the children, such as see-saws and action rhymes. Children enjoy playing together with a balloon, reaching and throwing, developing further their gross motor skills. In addition, through painting, drawing and sensory activities, the children are developing their co-ordination skills.

Links with the local community provide opportunities for children to meet up with larger groups and develop their social skills, for example, during visits to the local Sure Start Centre.

Children use their imagination to engage in role play, such as playing in the kitchen, making dinner. The childminder takes these opportunities to extend children's learning. For example, she introduces language and colour.

Children are learning to keep themselves safe through practical daily routines and they practise evacuation procedures to further their understanding. Their behaviour is good and lots of praise is given for positive behaviour. Children are developing good self-esteem and understand when they have done well. For example, young children smile when they are praised.

## 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	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	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
--	-----