

## Inspection report for early years provision

---

<b>Unique reference number</b>	316072
<b>Inspection date</b>	21/02/2012
<b>Inspector</b>	Catherine Curl
<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 1990. She lives in the Firgrove area of Rochdale. The whole of the ground floor, the main bedroom and upstairs bathroom are used for childminding. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. She is currently minding six children in this age group. She also offers care for children aged over five to 11 years. The childminder is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare Register.

The childminder walks or drives to local schools to take and collect children. She attends the local parent and toddler groups and takes children to the local library, park and play centres. She also offers a wide variety of outings further afield. She has a level 3 qualification and has gain accreditation to offer early education funded places for two-, three- and four-year olds.

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

Overall the quality of the provision is outstanding.

Highly comprehensive policies and procedures significantly enhance the childminder's provision, which results in the promotion of children's welfare to a high standard. The childminder has an excellent understanding of the strengths and areas of improvement of all areas and is highly motivated to continuously improve her service. She has formed strong relationships with parents and other professionals to promote children's welfare and development so that they make excellent progress. Overall the range of resources and activities are rich and varied. Expectations for children are high and they are very happy and secure in a welcoming and inclusive environment.

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

To further improve the high quality early years provision the registered person should consider:

- develop further children's creative play by extending the range of open ended heuristic play resources.

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

Children are safeguarded and exceedingly well protected because the childminder fully understands local safeguarding policies. There are effective procedures in place to manage any concerns she may have about children in her care. The premises are well maintained and secure. Robust risk assessments and meticulous

daily checks identify hazards that children may come into contact with, significantly enhancing children's safety. Children are innovatively protected on outings to busy venues, such as large parks, they wear a luminous t- shirt, which makes them easily identifiable. The childminder is enthusiastic and has developed an excellent knowledge and understanding of the Early Year's Foundation Stage. She knows the children well and expertly identifies and meets their individual needs. Teaching highly motivates children to participate in activities. The environment is exceedingly well organised and resources are freely accessible. For example, the childminder has created a catalogue of all resources, promoting equal access for all.

The childminder is highly motivated to continuous improvement in all aspects of her provision. For example, as a result of a request from a parent she has gained accreditation in order to offer grant funded nursery education places. She has enthusiastically met the recommendation from the last inspection and developed her professional knowledge. As a consequence she correctly identifies children's next steps, which promotes outcomes and ensures children are making excellent progress in their learning considering their starting points. Close working relationships with parents significantly enhances the childminder's ability to identify and meet children's individual needs. She provides opportunities for parents to be involved in their child's learning. For example, through regular discussions and reports where parents contribute their expert knowledge about children's development. The childminder takes the initiative to develop relationships with other professionals and provisions involved with the children, which ensures continuity of care. The childminder offers expert support to children who have special education needs and or disabilities. Adaptation of activities ensures accessibility for all. This means that everyone is included and the needs of all children are met.

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

Children are learning to stay safe because the childminder provides a balance of risk and independence. She encourages children to consider small risks for themselves. For example, she reminds children to check if the surface is slippery when climbing. Children are learning about road safety because the childminder teaches them to stop, look and listen when crossing the road. Children learn to stay safe in the home by tidying away toys before getting others out to play with so that they don't fall over toys. Children have superb opportunities to use tools in safety during craft, cooking and daily activities. For example, they use knives, graters and peelers to prepare vegetables before cooking a healthy meal. Children demonstrate their understanding of healthy habits in relation to personal hygiene. They show their understanding by saying that they have 'germs on their hands and need to clean them in the sink' after using the toilet. Children are learning about healthy foods because the childminder takes children to stay and cook sessions, they make their own healthy food, such as healthy wraps, chicken salad and they learn to grate their own cheese. There are many opportunities for daily physical exercise and fresh air. For example, access to the back garden, walking to school

along the canal. The childminder takes children out on a wide variety of outings when they can enjoy being physical and get fresh air, which actively contributes to their emotional and physical well-being. For example, they explore rock pools, pond dipping and den making.

Children are developing their language for communication and reading skills as the childminder encourages them to participate when reading books by asking what they see in the picture. Children enjoy rich and varied opportunities for making marks with paint and cornflour and on sketch pads which promotes their early writing skills. Children are developing their understanding of numbers as labels and for counting. For example, when constructing with play dough children point out 'two triangles' Children's calculating skills are being developed as they measure and pour rice into pots. Children correctly identify quantities as the childminder talks about to them about which have the most, least and more and less.

Children's curiosity and interest in objects and living animals is developed as they explore and investigate the outdoors through nature walks. The childminder places different toys around the environment in order to promote babies desire to explore and investigate. Children participate in a range of sensory activities, such as exploring rice, play dough and cornflour. However, these do not always fully support children's natural tendency to learn through exploration and discovery. The childminder supports children to resolve any differences. For example, whilst playing outdoors children scramble to be the first for a ride in a pram. The childminder calmly supports the children to happily take turns. Children are developing their skills for the future by using information and communication technology. For example, they use the computer to translate their names into Chinese. The childminder undertakes rigorous assessment and uses the information gained, along with parents' information and her professional knowledge, to identify children's next steps and interests. She incorporates this into plans, which enhance all aspects of the provision, ensuring all children are included. Consequently children are highly motivated and are making excellent progress in their learning and development.

The childminder makes it an utmost priority to support children's emotional health and well-being. For example, she encourages those she knows are upset to talk about their feelings. She recognises the importance of friendships between children. They take turns and share resources and are developing respect for themselves and others. They also display confidence to express their desire not to do something. For example, during imaginative play one child says 'I know I will be Spiderman and you can be the baddie' and another confidently says 'no I don't want to do that'. The childminder is always consistent with her expectations, which means children are secure in their boundaries, extremely confident and self-assured. Children's attitude to diversity is significantly enhanced by a wealth of activities and experiences. The childminder effectively teaches children about their own festivals and those from other cultures, such as Pancake Day and Chinese New Year. This inspires children to understand and celebrate the similarities and differences within the diverse society in which they live.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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
--	-----