

## Inspection report for early years provision

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<b>Unique reference number</b>	EY406338
<b>Inspection date</b>	22/02/2012
<b>Inspector</b>	Catherine Curl

<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 2010. She lives with her husband and four year old child in Royton, near Oldham. Minded children have access to the living room and dining kitchen. Toilet facilities are located on the first floor. There is a secure outdoor area. There is easy access to the premises. The childminder is registered to care for a maximum of four children under eight years at any one time. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. Local shops, schools and parks are within walking distance. The family have one small dog and a turtle.

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

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, safe and happy environment for children where they are valued and respected. Sound knowledge and understanding of partnership with parents and carers means that children and families are central to the childminder's practice. An appropriate knowledge of children's welfare and development means that children are provided with developmentally appropriate levels of challenge. Systems for monitoring children's achievements are evolving. Children are making satisfactory progress in their learning. Developing self-evaluation shows a commitment to improving outcomes for children.

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

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

- improve observation and assessment systems to identify learning priorities and plan relevant and motivating learning experiences for each child, based on their individual next steps
- extend opportunities for children to use a range of tools safely.

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

Children are safeguarded and protected in the setting because the childminder fully understands local safeguarding policies. There are detailed procedures in place to manage any concerns she may have about children in her care. All adults in the home have undergone vetting procedures, which ensures their suitability to be in the presence of children. The premises are well maintained and secure. The childminder carries out comprehensive risk assessments and undertakes a daily check ensuring children's safety. She considers the safety of everything that children come into contact with. However, because of safety concerns the children do not use tools, such as knives and scissors, which means that their developing knowledge and understanding of the world is limited. The childminder has a sound knowledge and understanding of the Early Years Foundation Stage and uses this

suitably to support children in their learning. She provides flexible opportunities for children to play and learn, either alone or together, giving them time to concentrate on activities.

The childminder has an awareness of her strengths and weaknesses. She is developing her provision to benefit the children in her care. For example, she maintains a knowledge and skills audit. This helps her to identify her training needs, which demonstrates her commitment to developing her practice in order to improve outcomes for all children. The childminder forms close working relationships with parents and carers. Daily information regarding the child's welfare is shared verbally or through a diary. Parents have the opportunity at the beginning and end of the day to become involved in their child's learning. Effective relationships with other provisions/professionals involved with the children are developing and contribute appropriately to supporting children's welfare and learning.

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

The childminder has developed close relationships with the children and families. She is responsive to their needs and provides reassurance when children need it, which is developing their confidence. Children are happy and secure in her care and confidently explore. Routines are in place to help the children know what to expect next and settle into the childminder's home. The children develop a strong sense of belonging. Children develop an understanding of healthy lifestyles through everyday opportunities for fresh air. They improve their climbing, balancing and coordination skills at the park. For example, they run and use the climbing frame in their imaginative play as they pretend to be a fireman sliding down the fire pole. They show their suitable understanding of Health and bodily awareness when talking about developing muscles after taking part in physical exercise. Movement is encouraged as they stretch to reach interesting objects that the childminder has strategically placed out of their reach. They are encouraged to drink water, which aids concentration and ensures they are hydrated. Children behave well in the childminder's care, responding to her regular praise and encouragement.

The childminder is developing her system for monitoring and recording children's learning and development, however, this currently is not robust enough to clearly determine children's next steps. Children are making steady progress in their learning and development. They freely use a range of quality toys and books appropriate to their age and stage of development and enjoy being creative as they make treasure maps. The children enjoy stories and singing activities which promote their language skills. The childminder chooses well known nursery rhymes and songs, which the children join in with. For example, when singing 'eyes, nose, cheeky, cheeky, chin' the children point to the features on a doll. Children's preference of lift the flap books and helping to tidy up, is promoting their logic about where things fit, which develops their calculating skills. Children have suitable opportunities to develop skills in information and communication technology, such as, use of the computer to play games and access information. The use of cause and effect toys and lift the flap books, which they investigate and

learn how to operate simple mechanisms. Daily routines help with an understanding of time. Children make choices, increasing their independence and developing their initiative when they select toys and books. These are skills and abilities which will benefit them in the future. The childminder has created a catalogue so that all children, regardless of their ability can access her full range of resources which ensures that all children are included and there is equality of opportunity.

## 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	3
The effectiveness of safeguarding	2
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	3

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

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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	2
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