

## Inspection report for early years provision

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<b>Unique reference number</b>	312082
<b>Inspection date</b>	22/02/2012
<b>Inspector</b>	Cathleen Howarth
<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 registered in 1991. She lives with her husband in Audenshaw, a town within the Metropolitan Borough of Tameside, in Greater Manchester. The childminder cares for her young grandchildren, who are regular visitors to the home.

The whole of the ground floor is used for childminding and there is an enclosed back garden available for outside play. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is able to care for six children under eight years at any one time, of whom no more than three may be in the early years age range. Currently there is one child attending part-time who is within the Early Years Foundation Stage.

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

Overall the quality of the provision is good.

A distinct feature of the childminder's practice is her practical ability to support children to make good progress towards the early learning goals in all areas, although monitoring children's progress is less well organised. The childminder keeps parents well informed about their children's welfare, learning and development and children regularly take home what they have made at the setting. Inclusive practice is firmly embedded in all aspects of the provision and, as a result, children's individual needs are well met. Overall, reflective practice is effective and the childminder has good capacity to make independent and continuous improvements.

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

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

- improve systems to link children's assessments to the pictorial examples of what they have achieved, to clearly show how children make progress towards the early learning goals in all areas.

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

The childminder's in-depth awareness of safeguarding issues is good. She fully understands her role in child protection, including the procedures to follow should a concern arise. Detailed risk assessments are well maintained in order to minimise potential hazards to children. The childminder has 21 years childminding

experience and she is fully committed to improving outcomes for children. For example, the effective deployment of resources, and the open-plan layout of the setting, meets the needs of children well and clearly enhances their experience at the setting.

The childminder places the promotion of equality of opportunity at the heart of all her work. She has secure knowledge of each child's background and needs and she knows how to narrow any achievement gaps. The childminder collates pictorial examples of what children have achieved in their learning journals. However, these examples are not linked to the children's achievements, hindering her ability to fully see how children make progress in all areas of learning, in a methodical way.

The childminder has obtained a wide range of quality resources and equipment that positively promote diversity and inclusion. The childminder effectively supports children to use these resources and as a result, outcomes for children with regard to their welfare and achievement are good. For example, children take part in relevant activities to reinforce their understanding of diversity, such as storytelling, role play, music and movement, art and crafts and food tasting.

There are effective systems in place that demonstrate reflective practice. For example, the childminder evaluates children's activities and effectively plans to support children to take the next step in all areas of learning. She liaises well with parents and the completed parent questionnaires enable her to obtain feedback on her service she provides. These measures help the childminder to identify what she does well and to prioritise what she could do differently to enhance outcomes for children. She has planned to keep up to date with changes to the Early Years Foundation Stage.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is good. Parents are routinely involved in decision-making on key matters affecting their children through well-established procedures. The childminder demonstrates a high level of awareness to provide for children with special educational needs and /or disabilities and this includes the need to work with other professionals and support agencies, such as the local authority. She has good links with other early years foundation stage providers, such as staff at the local children's centre and teachers at nursery school, to promote a cohesive approach to delivering the framework.

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She mostly promotes children's learning and development well through systems that show children's individual progress is good in relation to their starting points and capabilities.

Children show a strong sense of security and feel safe within the setting. They are confident to play on their own and with others. They integrate well and they are

learning to share and take turns. Children are well behaved and they thoroughly enjoy their time at the setting.

There are good opportunities for children to engage in a wide range of physical activities, both inside and outside. They walk to school and back and enjoy trips to the park to play on the swings and slides. They look forward to playing with other children at the local children's centre. They have developed fine motor skills by gripping chunky crayons and making marks with the paints and brushes. They have made Christmas cards to take home and their creative work is attractively displayed to effectively promote their self-esteem.

Healthy eating is positively promoted. Children are encouraged to eat a varied and balanced diet and they enjoy healthy snacks, such as fresh fruit. They have easy access to drinking water at all times. Good hygiene practices are continuously reinforced and children know to wash their hands after using the toilet and before they eat to prevent germs from spreading.

Children are highly valued and they are fully included and involved. They have easy access to a broad range of toys, materials and books, which positively promote diversity in the wider community, such as gender, disability, ethnicity and culture. Some relevant examples include dressing up in different costumes, looking at picture books, using inset jig saws and learning about Pancake Tuesday, Lent and Easter.

In relation to their age and stage of development, children's progress in the six areas of learning, including the use of technology is good. The childminder continually encourages children to use what they know and to learn more. For example, children are learning about cause and effect when they twist and turn knobs on the activity centres. They are engrossed in their play when they use all their senses and examine natural resources. They have great fun making snakes to pull along the floor by threading pasta on string. A children's favourite activity is making ginger biscuits and they look forward to eating what they have made. They like to mix paints and make hand prints, comparing size and shape. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

## 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
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### 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

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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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