

## Inspection report for early years provision

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<b>Unique reference number</b>	311907
<b>Inspection date</b>	05/03/2012
<b>Inspector</b>	Mr Rasmik Parmar
<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 1987 and she lives with her husband and adult child in Audenshaw, Manchester, Lancashire. The playroom on the ground floor is available to children. There is an enclosed garden for outdoor play area. The childminder is close to local amenities, including a library, parks and shops.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age group, and of these, not more than one may be under one year. She is currently caring for four children in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The Childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children thrive in the well-organised and safe environment. Their learning and development is effectively supported. Children have access to a comprehensive range of interesting activities and stimulating resources. Partnerships with parents and other settings are very effective in ensuring all children are included and their individual needs met. The childminder effectively evaluates her practice to identify strengths and priorities for development in order to promote better outcomes for children.

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

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

- develop further children's awareness of disabilities.

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

The childminder has all the required documentation to ensure children's welfare is very effectively safeguarded and promoted. She has very good knowledge of the signs and symptoms to be mindful of and is confident to talk to parents about any concerns, putting the welfare of the children first. She has maintained her knowledge of safeguarding children by regularly attending training courses. Robust risk assessments, covering all areas of the home and outings, ensure risks to children are successfully identified and minimised. She ensures that the suitability of all adults is checked, and that anyone who has not been vetted or is not known is never left alone with children. Extensive, well written policies and procedures are shared with parents and underpin the good service provided for children and their

families.

The childminder's home is welcoming, child orientated and has a comprehensive variety of resources to meet the needs of all children; enabling children to play comfortably. Resources are of a good quality, are suitable for the ages of the children attending and support their learning and development. Children confidently and independently help themselves to the resources they want to play with. This helps to build their sense of belonging. The childminder provides resources that reflect positive images of diversity, which helps to raise children's awareness of the differences that exist amongst people. Furthermore, the childminder has recognised that she would like to further improve children's awareness of disabilities as part of her continuous improvement.

The highly effective partnership with parents significantly contributes to the high quality service offered to children. The childminder spends time getting to know children, discusses their needs, interests and abilities with parents and uses this information to promote children's welfare, learning and development. Through discussion with parents the childminder gains informal starting points of children's development on entry to her setting. This enables her to plan and provide age appropriate activities for individual children. Parents receive good information about their children's progress through verbal discussions and sharing children's assessment records. Children also attend other settings, such a nursery and playgroup, and the childminder liaises effectively with them to ensure continuity and coherence in children's learning and development.

The childminder has very effective systems in place for self-evaluation. She makes good use of reflective practice on a day-to-day basis and prepares the learning environment to benefit children. She obtains views from parents to help improve her service. She meets regularly with local childminders and they share good practice. The childminder is visited by early years development workers from the local authority, who monitor her provision and help to raise standards. All this contributes to ensuring the environment continuously improves for the benefit of children.

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

Children are making very good progress towards the early learning goals. The childminder plans the educational programme to meet the needs of all children. Their interests and abilities are taken into consideration when planning the stimulating range of experiences for children. The childminder uses her good knowledge of effective early years practice to make links between the activities and the learning outcomes for children. She maintains assessment records which contain observations of children's activities together with photographic evidence. She identifies the 'next steps' to enable children to move on in their learning and development. She also has a system to track children's progress towards the early learning goals.

Children enjoy their time at the childminder's home. They enthusiastically take part

in the comprehensive range of activities and outings planned by the childminder. They confidently move around her home, select resources and settle to purposeful play. Children learn about and use numbers in their play. They count objects and are beginning to identify quantities and the concept of more or less than. A good range of resources are provided which support children's understanding of numerical concepts. The childminder supports children's developing communication, language and literacy skills. The childminder supports children's developing communication, language and literacy skills through activities such as reading age appropriate books, mark making and talking.

Play in the childminder's well equipped back garden encourages children's physical development and gives opportunities for them to learn about the natural world. Children participate in the growing of tomatoes and potatoes and take delight watching them blossom, ready for eating. They learn about the importance of good personal hygiene as they wash their hands before meals or after using the toilet.

They enjoy a good range of healthy snacks and the childminder talks to them about the importance of a healthy diet. Children taste different types of fruit and vegetables, including a good range of foods from different cultures as part of broadening their awareness of the wider world. They also learn about other cultures and traditions as they celebrate festivals, such as the Chinese New Year and Diwali. Parents are encouraged to provide healthy packed lunch boxes.

Children's independence is well supported. They are able to express their own ideas for what they want to do and to select activities for themselves. The childminder is on hand to offer encouragement and support when needed and to give praise for achievements. Children learn how to behave well and their art work is clearly displayed as a celebration of their achievements. This helps to boost confidence and develop self-esteem. Furthermore, the childminder has devised systems in conjunction with parents to support children with additional needs. Children are actively encouraged to develop an understanding of how to stay safe as the childminder constantly teaches them road safety and about safety in the home. During outings children are always in very close proximity of the childminder.

## 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

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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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