

## Inspection report for early years provision

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| <b>Unique reference number</b> | 500379      |
| <b>Inspection date</b>         | 09/02/2011  |
| <b>Inspector</b>               | Anne Archer |
| <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 1989. She lives with her husband and adult daughter in Chorlton, Manchester. The ground floor rooms of the childminder's house are used for childminding and there is a fully enclosed garden for outdoor play. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children at any one time, including three in the early years age range. She currently minds three children in the early years age range.

The childminder is a member of the National Childminding Association and is working towards a level three qualification in childcare, learning and development.

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

Overall the quality of the provision is good.

Children's welfare is very successfully promoted and children make good progress in their play and learning. Safeguarding systems are excellent and partnerships with parents are generally effective. The childminder knows the children well and works hard to make sure she meets their individual needs. She evaluates her practice regularly to ensure that areas for development are identified early and steps taken to bring about improvement. As a result, the childminder's capacity to make continuous improvement is good.

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

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

- continue to explore ways to enable and encourage parents to contribute to their child's ongoing assessment by sharing what they know about their child.

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

Children's welfare is very effectively safeguarded because the childminder ensures she is fully aware of all aspects of their care needs. She has a very good understanding of her responsibilities in relation to child protection issues. She is confident in her ability to respond to any potential concerns by following guidance from her Local Safeguarding Children Board. Procedures are in place to inform Ofsted of any changes which may affect her registration. Visitors are asked for identification and children are well supervised. Anyone other than a parent collecting children must follow prior arrangements made between the childminder and the child's parents. Policies and procedures are reviewed periodically to ensure they continue to reflect the childminder's practice. Formal risk assessments and

daily visual checks are conducted on the childminder's home, garden and on the venues of outings. The childminder supports the children very well as they learn how to keep themselves safe and to negotiate risk without impeding their developing independence.

The childminder takes effective steps to promote children's health and well-being. She has thorough procedures to prevent the spread of infection and to care for children who become unwell while in her care. She holds a current paediatric first aid certificate and keeps a well stocked first aid kit in case of accidents. The childminder knows all about the children's dietary needs and provides children with freshly prepared, nutritious meals and snacks which encourage them to adopt healthy eating patterns.

The effectiveness with which the childminder promotes equality and diversity is outstanding. She has a comprehensive knowledge of each child's welfare needs, including those relating to their culture, beliefs and ethnicity. Children find out about people who are similar to them and about those who may be different through listening to stories, trying different foods and through role play and craft activities often linked to topical events. Behaviour management is excellent. Through the childminder's very consistent approach, children learn to consider their own feelings and those of others. As a result, children are kind to each other and older children help the younger ones. They are learning to understand that they should share toys and take turns when playing together.

The childminder's engagement with parents and carers is good. They are kept well informed of their child's achievements, well-being and development through daily conversations, a diary and regular reviews. Although parents make regular comments about their children's development, none are currently recorded in their children's records of achievement to provide a full picture of children's progress. The childminder understands her responsibilities to liaise with other providers of the Early Years Foundation Stage, although she does not currently share the care of any of the children.

The childminder's premises are suitable and safe and offer a stimulating and supportive environment in which children flourish. Resources are safe, suitable for each child's stage of development and reflect their changing interests. The childminder has a clear vision for the future of her provision. She is currently studying for a childcare qualification which involves attending courses to improve her understanding of children's learning and development. She uses these experiences to evaluate and develop her childminding practice. This commitment confirms that her capacity to maintain continuous improvement is good.

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

Children are very well settled, content and eager to take part in organised activities or play with the exciting range of toys and resources which are readily available. Activities reflect the interests and learning needs of the children. The childminder provides as much or as little support as the children need to enable them to take a

full and active part in the activities of their choice. The childminder makes observations of the children while they play to enable her to plan suitable activities to further support children's learning. This ensures they make good progress towards the early learning goals.

Children learn the importance of keeping themselves and others safe and of adopting healthy lifestyles through routines. For example, they know they must sit still when travelling on the tram or the bus and they help to wash the grapes they eat at snack time. Children enjoy the attention of the childminder and show by their behaviour and mannerisms that they feel safe in her care. They show by their actions that they understand the childminder's house rules and are learning right from wrong. Children behave very well under the childminder's consistent and supportive approach.

Children watch through the window as the men empty the recycling bins into the back of the lorry, then play a similar game with their toys. They talk about the tomatoes and peppers that they helped to grow in the garden and were able to take home for their family. Children enjoy listening to music and make their own with the xylophone. They enjoy building with the bricks and making marks with the giant chalk sticks. They learn about numbers as they count the grapes out on to the plates or count the number of birds sitting on a neighbour's roof. They learn to identify the birds by their size, shape and colour. Children learn about self-care as they get ready to play outside. They play on sit-and-ride toys and then move on to learn to pedal the trike. They enjoy sand and water play, cooperate on the see-saw and bounce on the trampoline. The children's day is full of enjoyable activities which support their learning and enable them to develop useful skills for the future.

## 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

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|--|---|
| <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

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|--|---|
| <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                             | 1 |
| The effectiveness of safeguarding  | 1 |
| 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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|--|---|
| 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

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|--|---|
| <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                           | 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       | 2 |

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## **Annex B: the Childcare Register**

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| 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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