

## Inspection report for early years provision

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<b>Unique reference number</b>	503872
<b>Inspection date</b>	06/03/2012
<b>Inspector</b>	Alec Smith

<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.

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 2001. She lives with her son aged 12 years in the Failsworth area of Greater Manchester. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed back yard for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time and she is currently minding four children on a part-time basis. The childminder walks to local schools to take and collect children. Transport can also be arranged. The childminder attends adult and toddler groups and play groups on a regular basis.

During school holidays she attends the local childminders' support group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and settle well in the homely environment provided by the childminder. She works with parents to ensure that she meets children's needs. The childminder has built relationships with other providers and fosters good working relationships with parents. Children make satisfactory progress in most areas of their learning. However, systems to observe, assess and plan for children's learning are in their infancy. Most required policies and procedures are in place to safeguard children, though one welfare requirement is not met. The childminder has begun to use systems for self-evaluation and has a basic awareness of areas for further development.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of accidents and first aid treatment (Safeguarding and promoting children's welfare) (also applies to both parts of the childcare register). 20/03/2012

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

- improve observation and assessment programmes to inform future planning and link them with the early learning goals to monitor progress for individual children
- improve the learning environment and resources to maximise children's learning

- promote further the good health of children by taking necessary steps to prevent the spread of infection.

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

Children are adequately safeguarded and protected because the childminder understands local safeguarding procedures. She is informed about child protection and attends training so that she has up-to-date contact details should there be any concern about a child in her care. Children are kept safe and secure in the premises through clear systems. For example, the childminder keeps all cleaning materials in a locked cupboard in the kitchen. She regularly reviews and updates her risk assessments, including checks of the environment and resources. This means that children are protected when using equipment. However, accident records are not completed and this compromises children's safety. This is also a breach of the welfare requirements.

The childminder has a reasonable understanding of the Early Years Foundation Stage and is supported by her local authority to access training to improve her understanding. This means that children are generally well supported in their learning. There is a range of suitable resources available for the children, however, these are not always easily accessible to children. As a result, children's ability to develop their own ideas and independence are limited. The childminder is aware of her strengths and weaknesses. She looks for ways to improve her provision for children, for example, she has begun to link her observations to the Early Years Foundation Stage so that she can assess children's progress. She has addressed a number of previous recommendations made by Ofsted, for example, she now regularly practises the fire drill with children and explains to them what to do in an emergency.

The childminder forms good working partnerships with parents and carers. She uses comprehensive systems to find out detailed information about children such as their welfare needs. Consequently, This means that parents' wishes and children's individual needs are given a high priority. The childminder keeps parents informed of their child's day through daily updates. The childminder has reasonable links with the local school and other providers that children attend. This positively supports continuity of care for all children.

The childminder provides an appropriate range of activities for all children, including those with special educational needs and/or disabilities. She ensures that children develop good relationships with each other and that they find out about and celebrate different cultures and religions. For example, children try different foods for Chinese New Year. The childminder takes the children out and about in the local area to local groups and libraries to find out more information.

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

Children feel safe and secure and enjoy being in this setting. The childminder provides a relaxed and welcoming environment for children and ensures she meets their needs. Children move freely around the setting and understand the dangers as the childminder sets consistent boundaries and shares these with children and parents. For example, children know not to leave toys in front of the door in case of an emergency. Children are beginning to follow suitable hygiene routines, however, they do not consistently wash their hands before eating. This increases the risk of cross infection. Children make healthy food choices as they are provided with substantial snacks and meals and the childminder talks to children about what foods are good for them. Children engage in physical play outside, such as riding bikes and taking part in activities at local playgroups and parks. This gives children appropriate opportunities to develop their physical skills and benefit from fresh air and exercise.

Children are making steady progress towards the early learning goals; the childminder regularly observes what the children do and plans some activities around their interests. However, there is not currently a systematic approach to link observations to their next steps in learning. Consequently, children's progress is not fully maximised. Children develop appropriate reading skills as they share their favourite stories with the childminder and talk about what they can see in the pictures. For example, children talk about the animals in a pop-up book and make the noises for the animals as they read the story. They develop their mathematical skills through songs and resources. For example, children make dough worms to match the pictures and successfully count them up to 10. They also learn about weights and measures through cooking activities when they make rice crispy cakes. They develop their understanding of technological equipment through role play activities when they pretend to use a hob in the home corner to make lunch. Children use simple technological toys correctly as they press buttons to make sounds, which supports them to develop skills for the future.

Children are generally well behaved and display a sense of belonging. They know who to go to for support and are comfortable to do so. For example, children ask for help when going to the toilet or if they want a specific activity. They develop independence skills as they are given some choice in their play and learning. Children learn about other cultures through a range of activities, such as Diwali when they make Mehndi patterns on paper.

## 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	3
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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early year section of the report (Records to be kept). 20/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early year section of the report (Records to be kept). 20/03/2012