

## Inspection report for early years provision

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<b>Unique reference number</b>	EY357556
<b>Inspection date</b>	30/03/2012
<b>Inspector</b>	Jane Wyncoll
<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 2007. She lives with her husband and children aged 14, 10, and one year in Little Lever, Bolton. The whole of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a cat.

The childminder operates Monday, Tuesday, Thursday and Friday, term time only. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range, with none under one year. When minding with an assistant she can increase the number of children accordingly. There are currently five children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory 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 are very well cared for in an exceptionally well-organised and stimulating environment. A strong understanding of children's learning and development means that the childminder and her assistants provide a broad range of activities and resources, which enable children to make good progress across most areas of learning. Children's safety and security is effectively promoted through good policies, procedures and systems, which are reliably implemented and regularly reviewed. Highly supportive partnerships with parents are developed, so that every child's individual needs are successfully met. The childminder undertakes continuous reflection on her practice and identifies improvements to enhance her provision.

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

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

- provide opportunities in children's free play to help them further understand that people have different views, cultures and beliefs, that need to be treated with respect.

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

The childminder has a good understanding of her role in safeguarding children. She has clear procedures to follow should she have concerns about children, which are shared with her assistants and displayed for parents. All adults who have contact with children are robustly recruited and checked to ensure their suitability. The childminder and her assistants also hold current paediatric first aid certificates. Children's records are carefully kept and appropriate details are noted of any accidents, incidents and medication administered. This keeps children particularly safe. Safety equipment, such as door locks are fitted and detailed risk assessments are carried out for all areas and outings. Consequently, hazards to children are kept to a minimum.

The childminder has an imaginative range of resources which children explore enthusiastically. She uses the space in her home and garden creatively, so children have play areas, quiet areas to rest and messy areas where they can use sand and water freely. The childminder manages the deployment of her assistants extremely productively and utilises their educational knowledge to help her provide effectively for children's learning. She has completed a self-evaluation form and uses this to reflect on her practice. She has an ambitious vision for her business and has implemented improvements, such as, developing a dedicated playroom for the children. The childminder is committed to providing equal opportunities for all children and supports their individual interests very well. She provides some opportunities for learning about different festivals, such as the Ethiopian New Year. However, chances for children to further experience different cultures through their free play are limited.

Parents are embraced as essential partners in children's development and learning. They comment on the childminder's enthusiasm and dependability and value the regular text messages they receive about their children's care and activities. They appreciate the flexibility the childminder provides. For example, if children are sleeping she lets the carers know so they can pick them up later. This means children's well-being is promoted particularly well. Parents have ample opportunities to discuss their children's achievements and development. They are provided with individual photo albums and look at the children's 'Learning Journey' files regularly. Their comments are added to the files so that excellent connections are made with children's learning at home. The childminder has strong links with the local nursery and school so that any concerns or information can be shared to provide continuity for children.

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

Children are relaxed and confident in the care of the childminder and her assistants and eager to share their achievements. The childminder and her assistants have a good knowledge of the Early Years Foundation Stage. They make regular

observations which they use to track children's progress and plan for the next steps in their learning. This enables children to make good progress. Children's language and vocabulary develop very well because the childminder and her assistants seize opportunities to talk, read books and sing songs throughout the day. They praise children's attempts to communicate when they makes sounds, such as 'clip clop' to indicate the horse rocker. Children count as they throw and catch a ball and discuss whether their sand shapes are bigger or smaller. Therefore, they develop good mathematical understanding. Children learn about the natural world through experiencing the different seasons as they play outdoors. They reflect on the differences between winter and spring, deciding what clothes they need to wear outside. They show they are developing their creativity as they make pictures, sing songs and use the shakers and keyboard to respond to different sorts of music.

Children learn about keeping themselves safe because they practice cutting up fruit with plastic knives and watch out for the swings in the garden. The childminder's assistant helps children learn to cross roads safely, making sure that they stop and listen for cars first. Excellent hygiene practices are acquired. Children rub their hands together to show they know they must wash hands before eating. They confidently select their individual colour-coded towel and talk about how they brush their teeth after tea. Children learn to make healthy food choices because they have access to water at all times and their parents are provided with ideas for healthy lunch boxes. Children help grow strawberries and kiwi fruit in the garden and take part in baking and cooking activities regularly. They have extensive opportunities to be active outdoors. Therefore, they learn about leading healthy lifestyles exceptionally well.

Children's own choices are respected, which helps them learn to be extremely independent. For example, a toddler goes to get the shoes from the hall for other children when they are going outside. They make their own decisions about where and with what they want to play. Children's behaviour is excellent and they recognise other children's wishes and needs particularly well. When a child drops their fruit on the floor another child immediately offers some of theirs. Children play and interact fantastically with the babies, delighting in making them laugh and giggle, but making sure they don't knock or hurt them. They eagerly join in with dancing to music from other cultures showing they respect differences. Opportunities to use the keyboard, shopping tills and cameras mean they are developing good technological skills. Walking to school and nursery regularly, and mixing with school-age children, helps prepare them for eventual transitions and to gain skills that will prepare them for their future learning.

## 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	1
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	1

### 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	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**

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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