

## Inspection report for early years provision

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<b>Unique reference number</b>	EY152101
<b>Inspection date</b>	08/05/2012
<b>Inspector</b>	Anne Drinkwater
<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 four children aged 23, 19, 17, and 13 years in the Chorlton area of Manchester. The entire ground floor of the property, as well as, the first floor bathroom and toilet, are used for childminding and there is a fully enclosed rear garden for outside play. The family have a cat. Access to the house is suitable for children with disabilities.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently 11 children attending in this age group, who all attend on a part-time basis. The childminder also offers care to children over five years.

The childminder is an accredited childminder, holds an appropriate early years qualification to level 3 and also acts as a support for newly registered childminders. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Good quality resources and activities are readily available and support the six areas of learning and age and stage of the children very well. Children gain a sound understanding of how to stay safe through consistent messages about safety and practising emergency evacuation. However, the record of the risk assessments is out-of-date and incomplete. Parents are supplied with written policies and procedures, but have not received information on the procedure to be followed in the event a child is not collected. The childminder demonstrates a satisfactory capacity to further improve outcomes for children, however, self-evaluation is not yet sufficiently rigorous to help her establish when a breach of the requirements is being made.

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

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

- conduct a risk assessment and review it regularly and identify aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects and when and by whom they have been checked according to their assessment of the significance of individual risks (Safeguarding and welfare) 29/05/2012
- provide the following information for parents, the procedure to be followed in the event of a parent 29/05/2012

failing to collect a child at the appointed time  
(Safeguarding and welfare).

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

- developing opportunities to engage with other providers delivering the Early Years Foundation Stage and parents to help parents understand more about learning and teaching to enable them to actively support their children's development.
- develop self-evaluation systems to further identify aspects of the childminding service done well and aspects that can be improved, so as to further promote good outcomes for all children.

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

Most steps are taken by the childminder to help ensure that the children in her care are suitably safeguarded. She has attended regular safeguarding training and shows a good understanding of child protection issues and is aware of the procedures to follow should she have any concerns about a child's welfare. Most of the required documentation, for promoting children's health, safety and welfare and the safe management of the provision, is in place. This includes permission to seek emergency medical advice or treatment and maintaining the necessary first aid certificate. Fire drills are practised and recorded and all the required fire fighting equipment is in place. Appropriate steps are taken to minimise any hazards identified and daily visual checks take place. However, the records of the risk assessment are not complete and are out-of-date. In addition, the childminder has not supplied the required information to parents about the procedure to be followed in the event a child is not collected. These are both a breach of legal requirements. The childminder has agreed to address these issues immediately when children are collected.

It is clear, from discussion and the letters received from parents both past and present, that the childminder reflects on her practice and seeks the views of parents. She has built up trusting relationship with all parents to enable both parties to meet children's individual care needs. She regularly asks for feedback on the service she provides to help her improve. Responses show that parents are very satisfied with the service they receive and state the childminder is very committed and provides their children with very good care and learning activities. They particularly enjoy receiving the daily diaries and seeing the children's portfolios, which show many photographs of their children's enjoyment. The childminder gathers information from each parent about their children's specific needs, including, any dietary and health needs, and she ensures parents' emergency contact numbers are kept with her at all times.

The childminder deploys her time well. She allows children the freedom and independence to choose what they wish to do, while supervising them for their safety. She knows all the children well, is fully aware of what they each like to do

and their individual interests. She is very aware of the stages they are at in their learning and helps all children make good progress towards the early learning goals. Each child's individual file, which includes written observations of them engaged in different types of play and supported by photographic evidence, that is clearly linked to the Early Years Foundation Stage. The childminder identifies the children's next steps of learning, from which she plans future learning. However, partnership arrangements do not extend to the children's learning and, as a result, parents and the other settings the children attend are less well informed of the children's ongoing development.

Space, routines and resources are organised very well to ensure that children are comfortable and content in the childminders care. Children are provided with high quality, imaginative toys and equipment to meet their developmental needs and interests. These include a variety of play resources that represent positive images of diversity, including images of individuals with different abilities and/or disabilities. The childminder is enthusiastic about her work with children as she strives to ensure that they are happy, safe and well cared for at all times. She attends training and forum meetings to benefit and improve outcomes for children, as well as increasing her own knowledge. She has recently started to introduce self-evaluation and reflective practice in to her daily routines. However, this is not yet robust enough to help her identify all weaknesses and highlight priorities for improvement.

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

The children are happy and settled in the childminder's care and routines have been established which are consistent with their home life. The childminder extends and develops children's experiences by listening and talking with them, and by offering experiences which compliment their likes and interests. Resources are organised at children's level and within easy reach so that they can play with resources of their choice. She lets the children take the lead, while extending their play by adding new resources, such as, the home-made story sacks filled with imaginative props, and by questioning their understanding. For example, how many bowls, beds and chairs does Goldilocks need. Children know the truck does not belong in the story and have no hesitation in saying so. Children's daily routines and experiences have helped them to develop into confident children who can communicate their needs and feelings. They chatter freely to each other about the different materials and textures they are gluing as they create their designs and reminded each other to be careful as they use the scissors to cut their shapes and create their works of art.

Children are very sociable in the childminders home. They are keen to communicate with visitors and explain to them why their friend should not sit on top of the house, then they re-enact the situation with the help of the numerous puppets they have at their disposal. Other learning experiences are extended to incorporate shopping trips to buy vegetables, such as, broccoli, carrots and potatoes, to make their home-made soups.

Children are actively encouraged to develop an understanding of how to stay safe. For example, they are encouraged to pick up toys when they have finished playing with them and they learn about road safety when crossing roads. Good measures are in place to promote children's health and well-being and the children understand and adopt sound hygiene practices. The childminder takes account of children's dietary preferences and works with parents to provide the children with nutritious meals and snacks each day. Children show a good understanding of healthy lifestyles and follow appropriate personal hygiene routines. For example, they wash their hands prior to meals and at snack time. They demonstrate a positive attitude towards healthy eating and enjoy the freshly prepared meals on offer to them, along with snacks of fruit throughout the day. The childminder ensures that children develop their physical skills daily through a good variety of activities offered both inside the home and within the local community. For example, children play in the garden or go on daily walks to parks and schools.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
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	3

### 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	3
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:

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:

- undertake a risk assessment of the premises and equipment, at least once in each calendar year and immediately, where the need for as assessment arises( Arrangements for safeguarding children)(also applies to the voluntary register). 29/05/2012

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 compulsory part of the childcare register( Arrangements for safeguarding children). 29/05/2012