

## Inspection report for early years provision

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<b>Unique reference number</b>	EY438406
<b>Inspection date</b>	11/05/2012
<b>Inspector</b>	Elisia Jane Lee
<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 2011. She lives with her husband and child aged 15 months in the Brightmet area of Bolton. The whole ground floor of the childminder's home, except for the kitchen, and the first floor bathroom are used for childminding. The family has two cats.

The childminder 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. There is currently one child on roll who is within the early years age range and attends 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 the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association and holds a recognised level 3 qualification in childcare. She receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning needs are satisfactorily promoted through generally well-maintained documentation and procedures. Children make appropriate progress in their learning and development and enjoy interesting activities and resources. Planning and observation systems are emerging and are being used to meet children's individual needs and identify next steps in learning. Children are valued as unique individuals and a regard to inclusive practice is shown through aspects of the setting. Information is sufficiently shared through developing partnerships with parents, carers and other professionals. The childminder has begun to use reflective practice and self-evaluation systems to identify areas for development and improve outcomes for children.

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

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

- ensure that information is obtained on who has legal contact with and who has parental responsibility for each child (Safeguarding and promoting children's welfare) 25/05/2012
- ensure that there are clearly defined procedures for the emergency evacuation of the premises (Suitable premises, environment and equipment). 25/05/2012

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

- use training made available by the local authority and other sources
- ensure that regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved.

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

The childminder has sufficient knowledge and understanding of child protection and procedures which contribute towards safeguarding children's welfare. All adults living on the premises have completed the required vetting procedures. The childminder displays adequate knowledge of arrangements for safeguarding children. The majority of required policies and procedures have been developed, and attention is given to the safe collection of children by another adult other than a parent by using a password. However, information on who has legal contact with and parental responsibility for each child is not obtained. This is a breach of requirements. Also, the emergency evacuation procedure is not clearly defined with regard to which exits may be used, and practises have not been undertaken. This may impact on children's safety.

The organisation and management of the setting is satisfactory, with a focus on creating a relaxed atmosphere. Children access resources independently, making their own choices of resources and extending their play. The childminder ensures that resources and the environment are safe through suitable risk assessments. The childminder is beginning to reflect on practice and is developing self-evaluation systems. She has attended statutory training but has not accessed or identified any further professional development training to develop her practice.

The childminder has created a warm and friendly environment. The available space and resources are used well to support children's learning and development. An equality and diversity policy outlines a commitment to promoting inclusive practice. Positive relationships are developing with parents, and as a result children's care and development needs are broadly being met. The childminder uses what she knows about children's interests from observations and consultations with children to plan activities. For example, she introduces activities, such as making papier-mache models, visiting shops to purchase books of interest or walking along the local river bank.

Partnerships with parents and carers are effectively emerging. Information is shared through daily verbal exchanges, a parents' policy pack and when parental consents are being sought. Parents are complimentary about the service and care provided. Systems are developing in order to work alongside other settings. For example, the childminder is developing links with local schools so that she can effectively support children with homework and daily reading tasks. This will promote continuity of learning and smooth transition for children.

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

Children enjoy a range of play experiences and make suitable progress in their learning and development. Their interests are developing and they are learning how to be independent individuals who actively learn and achieve. For example, children playing in the role play area seek out resources that can be made into swords as they play 'pirates', extending their play and experimenting through imaginative play. Children confidently talk with adults and other children, exhibiting a sense of security. Children's personal, social and emotional development is fostered well due to the positive praise they receive. The childminder acknowledges achievements and praises children throughout the day, which promotes their self-esteem and confidence. For example, she praises them when they help to tidy away resources or help a younger child with a jigsaw puzzle. Children listen carefully to the childminder, behaving in ways that are safe for themselves and others and developing an understanding of dangers and how to stay safe.

A selection of resources to support children's communication, language and literacy skills are provided. For example, the cosy environment allows children to feel at home and relax while looking at books or developing stories about teddy bears brought from home. Children's creativity is supported through a range of role play equipment and mark-making resources. For example, they use different collage materials, work together to make pictures for displays and make cards to celebrate a family event. Children access a range of resources to support problem solving, reasoning and numeracy. These include looking at posters in the environment showing number order, using money during role play and measuring the water depth in a local stream while on a walk.

Children access the outdoors on a daily basis. For example, they visit the park, shops and walk within the local environment. They are valued and engage in a range of planned activities and experiences, which help them to learn about their own and others customs. Children are gaining an understanding of equality and diversity. Children learn how to stay safe through discussions. For example, the childminder talks with them about the importance of keeping safe when crossing the road. She provides healthy snacks and advocates the importance of outdoors and exercise as part of a healthy lifestyle. Children's skills in information and communication technology are generally developing well. They access a television, compact disc player, handheld gaming consoles and torches. Children use baking equipment and gardening equipment, promoting their understanding of how items can support us. As a result, they are developing 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

<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	3

### 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:	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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