

## Inspection report for early years provision

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<b>Unique reference number</b>	501590
<b>Inspection date</b>	30/07/2012
<b>Inspector</b>	Helen Blackburn
<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 2000. She lives with her daughter, aged 13 years, in the Chadderton area of Oldham. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor and first floor bedrooms and bathroom are used for childminding. There is a fully enclosed garden for outdoor play. The childminder has a dog as a pet. The childminder is able to take and collect children from local schools, nursery and pre-schools.

The childminder is registered to 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. 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 currently caring for five children, of whom four are in the early years age range.

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

Overall the quality of the provision is good.

The childminder provides a safe and clean learning environment for children to play. Children access an extensive range of activities across all areas of learning, which means they make excellent progress and results in outcomes for children are exceptional. The children have excellent relationships with the childminder, they are very happy and they approach their play with high levels of enthusiasm and motivation. The childminder has excellent relationships with parents and she works well with others involved in children's care. Overall, good documentation, policies and procedures are in place in regard to safeguarding and promoting children's welfare. The childminder's ambition and commitment to improve is good and she evaluates her service well to bring about positive change.

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

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

- improve knowledge of the local safeguarding children board procedures and the publication 'What to do if you are worried a child is being abused- Summary' especially in regard to dealing with allegations being made against anyone working, living or looking after the children.

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

The arrangements for safeguarding and promoting children's welfare are good. The childminder has a secure understanding of potential signs of abuse and neglect and she knows which agencies to involve if she has concerns. This means she understands her responsibilities in protecting children from harm. However, although she is aware of the local safeguarding procedures and the document 'What to do if you are worried a child is being abused-Summary' in regard to dealing with allegations against herself or members of the household. Her knowledge of the procedures to follow in these situations is less secure than it is for her dealing with safeguarding issues relating to children. This means children's safety may be compromised. All adults living on the premises complete appropriate checks and the childminder supervises any visitors to the home. This contributes to protecting children from harm. The childminder maintains a good range of documentation, policies and procedures and these contribute to the safe management of the setting. For example, she outlines in her policies how she manages children's behaviour, deals with complaints, tackles unfair discrimination and promotes equality. The children are cared for in a safe and clean learning environment. This is because the childminder adopts regular cleaning routines and carries out frequent risk assessments. This contributes to putting in place effective precautions to minimise accidents, illness and infection. Through good organisation of resources at child height and asking children what they would like to do, children make safe and independent choices in their play. The childminder makes good use of resources within the local community to extend children's experiences. For example, they enjoy outings to the park, beach, toddler group and rhyme time sessions.

The childminder's commitment, ambition and drive to improving her service are good. She makes effective use of self-evaluation, support from the local authority and training to help her monitor her service. This results in her setting clear goals for improvement. In addition, self-evaluation is inclusive because parents and children share their views through discussions and questionnaires. The childminder demonstrates her capacity to improve by addressing the recommendations from her last inspection. For example, through accessing training her first aid certificate is up-to-date and by improving her medication record she acts in the best interest of children when managing illness.

Relationships with parents are excellent. Through regularly sharing detailed information the childminder effectively meets children's needs. Parents have access to a wide range of information, which means they are fully informed about the service and their child's day. This includes a personalised calendar that provides parents with a memory of their child's year in the childminder's care. Parents are actively involved in their child's learning because they routinely view their child's progress records. Comments from parents are extremely positive. For example, they speak very highly of the level of care children receive and the wide range of activities on offer. The childminder has good relationships with other settings children attend and she fully understands the importance of working with other professionals. This promotes continuity and means children receive any additional

support and help needed.

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

Relationships between the childminder and children are exceptional. She knows them very well and because of this she effectively meets their individual needs. These positive relationships, alongside consistent routines, means children feel very safe and secure in her care. In addition, the children are developing a very good understanding of how they can keep themselves safe. For example, they learn about the dangers of running indoors and through inviting the fire department to the home, children have hands on experiences of discussing issues, such as fire safety. The childminder promotes children's understanding of hygiene and good health exceptionally well. For example, through every day routines, such as, hand washing and brushing their teeth, children know why they need to adopt effective personal hygiene practices. The childminder provides extremely balanced and nutritious meals and snacks for children. This includes incorporating the extensive range of vegetables the children have helped to grow on the childminder's allotment. For example, children excitedly talk about how they help to pod the peas they collect from the allotment and how they like to choose the plaice for tea from the local fish market. The children take part in a wide range of physical activities to promote their health and physical development. For example, they go on walks, visit local parks and enjoy playing in the garden on a daily basis.

The childminder maintains comprehensive and detailed documents in regard to her observation, assessment and planning arrangements. This results in her having a secure understanding of children's abilities and learning priorities. This, alongside the childminder being actively involved in children's play, means she supports them in making exceptional progress in their learning. The childminder provides a welcoming, fun and stimulating learning environment where children access an extensive range of activities across all areas of learning. For example, children enjoy baking, water play, painting, role play, books, puppets, games and puzzles. Planning also incorporates children's likes and choices, which results in children having high levels of engagement and enthusiasm in their play. Children are confident speakers, they express their creativity and imagination in many ways. For example, they use their thinking skills very well when pretending to use the bricks for hair brushes and they create their own designs when drawing around the stencils. Through fun activities, such as engaging in the 'five currant buns' song, children learn about number and simple calculation.

The children behave exceptionally well for their ages and they have excellent relationships with their peers. For example, through play they remember to share, care and be kind to others. The childminder praises children very well and this results in them having high self-esteem. The children are supported extremely well in learning about the world in which they live. For example, through regularly accessing the allotment they learn about nature and simple sustainability issues. Through involving children in a wide range of activities and experiences about the

world in which they live, children have a high regard towards diversity and difference.

## 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	2
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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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