

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY260885    |
| <b>Inspection date</b>         | 28/03/2011  |
| <b>Inspector</b>               | Sue Riley   |
| <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 2003. She lives with her husband and two children in Goose Green, Wigan. There are facilities close by such as parks, schools and shops. The childminder is registered to care for a maximum of five children at any one time and is currently caring for 10 children, of whom, six are in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder holds a recognised early years qualification.

The whole of the ground floor of the childminder's house is used for childminding and there is a fully-enclosed garden for outside play. Toilet facilities are provided on the first floor. The childminder walks or drives to the local school and nursery to take and collect children. She attends the local parent and toddler groups and activities sessions for children. 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 safe, secure and cared for in a clean and comfortable home. A child-friendly environment is created to ensure children are included and enjoy their time with the childminder. Children show good levels of self-esteem because the childminder gets to know them well and values them as individuals. The childminder has developed a good close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. All aspects of children's welfare are suitably promoted which means that children are fully safeguarded. The childminder has acted upon the recommendations made at the last inspection and is reflecting and evaluating her practice and provision to improve the outcomes for children.

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

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

- develop further the observations on children's progress to ensure their next steps in learning are clearly identified and used in planning to promote learning and to monitor their progress in the Early Years Foundation Stage.

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

Children are safeguarded as the childminder has implemented an effective policy and procedure which she shares with parents. The policy is clear in informing parents and carers of her responsibilities to ensure children are fully protected. Parents are reassured because the childminder provides information about how

she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. The childminder maintains her records effectively. Policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure. Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. Effective safety measures are in place with regard to the premises. For example, due to the ages of the children she has completed a risk assessment and discussed with parents about the temporary removal of the stairgate as it was becoming a hazard whilst toilet training. The door to the house is kept locked to prevent unwanted visitors from entering the premises, ensuring children are safe.

Partnerships with parents are well-established and there is a beneficial flow of communication on a daily basis, which ensures that children's needs continue to be met in a consistent manner. This is both verbally and via a daily diary, which is used for the care and welfare of the child. At the end of each week parents are provided with information about what their child has achieved throughout the week, some parents prefer this information to be emailed. She recognises the parent as the main carer and provides a range of information for them so that they are well-informed about their child's care and learning. For example, she sends home a monthly calendar to each parent so they are fully aware of what their children will be doing over the coming month. Parents are invited to complete questionnaires about the childminder's provision. These are all very positive and parents are very pleased with the provision for their children. Partnerships are well-established with other settings that minded children attend so the childminder is able to support these children fully in their care and learning. Equality for all children in the childminder's care is promoted and the childminder is aware to adapt activities to ensure they can engage and progress their learning.

The childminder demonstrates ambition, vision and drive to develop the provision further. She has started to think about self-evaluation and to reflect on what she provides. The childminder organises the environment effectively to ensure children have suitable areas for play and rest. She is aware of their individual needs and plans effectively to ensure toys and activities are accessible to all. The childminder is very proactive in her care of the children and she has recently been training on the administration of an epipen and asthma inhaler due to children's severe allergies. She provides equal chances for each child to learn and develop to their full potential, taking into account each child's age and stage of development gender, ethnicity home language and ability. Children clearly benefit and thrive as a result of the provision and the lovely gentle interactions with the childminder.

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

Children are making good progress in their learning and development. The childminder demonstrates a sound knowledge of the Early Years Foundation Stage and how children learn and develop. She is only just starting to develop a new system for observing children and assessing their learning. She plans activities for

children, however, she is not effectively planning for children's individual next steps and does not assess their development fully within the Early Years Foundation Stage. The childminder gathers information about children's starting points, individual needs and preferences and she regularly exchanges information with parents. She is warm and welcoming to the children and with knowing them well provides an enabling environment that both makes them feel secure and confident and challenges them to reach their full potential. The childminder provides a variety of resources that encourage children's curiosity and helps them to become inquisitive learners. They are able to make independent choices as a selection of toys is placed around the play areas within their reach. Children are provided with a wide range of different experiences, for example, they have made heart-shaped bars of glittery soap for their mummies for 'Mother's Day' as well as some other different gifts.

Children have established routines and this helps them to feel at ease and protected. They are happy with the childminder and the atmosphere within her home is relaxed. The childminder encourages learning as she plays and supports the children. She knows when to stand back and let children try to do things for themselves. For example, a child gets the roller skates out and puts them on and starts to skate. The child is praised by the childminder and the child beams with delight and this practice raises their self-esteem and confidence. Independence is promoted at all times, children tidy their own plates away after eating and they help in the preparation of their own snack. Children have a lovely time when baking and comment on making the chocolate all 'melty'. They have fun in the water when they help with the washing up of the utensils and pots after baking.

Children are well-behaved and are being encouraged to share and take turns. Behaviour is managed in a positive but gentle manner. Children are encouraged to be considerate of others and the childminder models this with her own behaviour. When the childminder praises the children they respond very well to this and benefit as this practice raises their self-esteem. The children are developing a sound understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices to prevent the risk of cross-infection. Children help themselves to drinks as they become thirsty. All meals and snacks are provided by the childminder. A good, balanced nutritional menu is provided. On Fridays the children go shopping with the childminder and choose the fruit they want to eat for the following week. They are learning in a fun way about healthy eating. Children have good opportunities to be physical and learn the importance of exercise as the childminder takes children to different activity groups throughout the week, for example, a swimming session, a children's gym session and a music and movement group.

Children are taught about safety issues as part of the daily routine. For example, when out and about in the local community they learn about road safety. They are beginning to develop an understanding of the wider world through playing with appropriate resources. As children play with the interactive toys they are learning the basic skills around the exploration of technology. The children are learning counting as the childminder encourages counting within play. For example, children are encouraged to count the wheels on a toy car, and count the apple pieces when placing them in their snack dish.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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                                | 2 |

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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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            | 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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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