

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY280216        |
| <b>Inspection date</b>         | 14/02/2011      |
| <b>Inspector</b>               | Barbara Wearing |
| <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 has been registered since 2004. She lives in the Marple district of Stockport with her husband and their two sons who are aged seven and 10. Children have access to all rooms on the ground floor and the bathroom and toilet facilities on the first floor.

The childminder is registered to care for a maximum of five children under eight years at any one time and is currently minding thirteen children on a combination of part-time and full-time places. Five of these children are in the early years age range. Children can be taken to and collected from local schools. Care to children aged over five years to 11 years is registered by Ofsted on the compulsory and voluntary 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 happy, confident and make good progress in all areas of their development. The childminder knows children well and is skilled at planning stimulating experiences that support their learning. She observes children closely and works in partnership with parents and other professionals to ensure all children's needs are identified and met. Her self-evaluation demonstrates her strong commitment to improving her provision. She works hard to keep up-to-date with changes in regulation and to develop her childminding provision.

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

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

- increase the range of toys and resources consistently accessible to children enabling them to have more choice, to practise and consolidate their skills and set themselves challenges
- provide further opportunities for parents to be involved in the observation, assessment and planning process; gathering information from them regarding children's starting points and sharing regular updates regarding children's progress.

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

Children are safeguarded well as the childminder has a clear understanding of her responsibilities to protect them from harm. She is aware of the signs and symptoms of abuse and knows how and when to refer concerns. She has comprehensive and well organised policies, procedures and records, which are shared with parents and further promote children's safety and welfare. Rigorous

risk assessments are carried out for all areas of the home, garden and outings. Therefore, risk of accidental injury is minimised.

The designated play room offers children a bright, child friendly environment. Children confidently choose from the adequate range of toys and resources that are available to them in accessible storage units. The childminder changes this selection in response to children's changing interests and developmental needs. Plans show how the childminder uses her good knowledge of children's skills and interests to provide adult-led activities to support them in their learning. She organises trips to regular toddler groups and outings, such as, to museums and parks, which enhance learning opportunities for children.

Effective systems are in place for self-evaluation. The childminder has a genuine interest in early years. She accesses support from local authority development workers, seeks feedback from parents and discusses childminding and early years issues with fellow childminders. This has enabled the childminder to accurately identify her strengths and areas for development. Since her last inspection she has implemented a number of changes that have improved her provision for children. Of particular note is the work that has been carried out to her back garden, using money obtained from a local authority grant. This enables children to have daily opportunities to explore an outdoor environment and be active in their play.

The childminder works in partnership with other professionals and parents. This ensures that all children receive the support they need to enable them to make good progress in their learning and development. She has links with other early years settings that children attend and complements learning experiences on offer to children within these settings.

Good quality information is shared with parents in a variety of ways. All necessary records are in place showing children's individual needs. Parents inform the childminder of their children's routines which helps children settle within her home. The childminder does not routinely gather information from parents regarding their children's skills and abilities when they are first admitted. Therefore, she does not have clear starting points from which to monitor children's development. Parents are encouraged to share children's ongoing achievements or events at home through discussions or through the daily contact journal. This informs parents of their child's day. Parents are given regular newsletters to share important dates, events and plans for future activities. Weekly plans and information regarding the Early Years Foundation Stage are on display for parents. Feedback from parents is positive. They particularly appreciate the welcoming environment and opportunities children have to socialise and develop their independence.

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

The childminder has worked hard to develop meaningful systems for observation, assessment and planning. She has clear and effective systems for recording regular observations of children's achievements and development. She assesses these to devise next steps in their learning. Plans show how children will be

supported in meeting these. Children's progress towards the early learning goals is clearly tracked. These records are not routinely shared with parents. Nevertheless, each child has a personal record book, which is shared with parents, and has photographs and captions of their children engaging in various activities. Some of these show children's achievements. The childminder has identified that she plans to implement half termly reviews to share and discuss children's development with parents.

Children are confident and secure within the childminder's home. They play happily with friends or independently and greatly enjoy the childminder's engagement in their chosen activity. The childminder has clear and consistent expectations of children's behaviour. She supports them well to develop skills in turn taking, praising them when they remember to share and to say please and thank you. Children develop good language skills. They chat consistently, describing and planning their play and making their likes and needs known. The childminder listens carefully. She is responsive and asks questions that encourage their thinking and develop their language. Children choose favourite books and take them to the childminder to look at together. They learn to recognise their names as they move their name card to show when they arrive at the childminder's. Mark making materials are kept in the storage cabinet in the playroom. The childminder states she accesses these for children to use on a daily basis, at the kitchen table, and chinks are used in the outdoor area. Plans show that children have regular opportunities to explore creative art materials, although these resources are not consistently accessible.

Children show their imaginative skills as they play with various small world vehicles. A child says their lorry is stuck in the beach. The childminder encourages children to problem solve and use mathematical language. She asks what can help to get the lorry out. The child finds a tractor and they talk about the size of wheels. Children recognise numerals on stacking cups and count backwards as they stack them up. The childminder recognises that younger children are beginning to show an interest in number and notes this down to refer to for future planning. She takes every day opportunities to develop children's concept of calculating. For example, stating a child 'has two now' when they break a bread stick in half at snack time.

The resources and play materials represent the local community and the wider world, resulting in children developing a positive attitude to similarities and differences. They celebrate festivals such as Chinese New Year; visiting China town, eating Chinese food and decorating the home with lanterns. The childminder is a positive role model, treating children with care and respect and expecting them to do the same. Children have a sense of their own and other's rights, developing skills to keep themselves safe.

Children have many opportunities to develop physical skills indoors and outdoors. They access bean bags and walk carefully around the playroom, balancing them on their heads. They giggle with the childminder as they pretend to sneeze to make them fall off their heads and see if they can keep them on when they jump. They play on bikes and with balls in the childminder's garden and enjoy racing cars down a length of guttering. Parents provide meals for their children and the

childminder offers children healthy snacks and freely accessible fresh drinking water. Children develop independence in their personal hygiene. They carefully copy the childminder as she shows them how to wash their hands thoroughly before eating and after using the toilet.

## 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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