

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY367683         |
| <b>Inspection date</b>         | 30/01/2012       |
| <b>Inspector</b>               | Vickie Halliwell |
| <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 2008. She lives with her husband and children aged seven, four and one year in the Denton area of Manchester. The premises are within easy reach of public transport, shops, parks, schools and community resources. Most of the ground floor is used for childminding. There is a fully enclosed outdoor play area to the rear of the property. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness. The home is accessible and toilet facilities are located on the first floor.

The provision is registered on the Early Years Register and both parts of the Childcare Register. The childminder is registered to care for a maximum of three children under eight years. There are currently seven children attending, four are within the Early Years Foundation Stage. The childminder also offers care to children over five years and is supported by the local authority.

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

Overall the quality of the provision is good.

Children thrive in a safe, stimulating and nurturing environment, where their individual needs are exceptionally well met by a caring and dedicated childminder. Provision for children's learning and development is very strong, children benefit from an excellent range of activities which are tailored to meet their individual needs and help them make rapid progress towards the early learning. Partnerships with parents are highly effective and as a result, parents are very well informed about all aspects of the childminders provision and contribute to their child's learning. However, partnerships with other providers delivering the Early Years Foundation Stage, are less well developed. The childminder is highly motivated and is fully committed to the continuous development of her setting.

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

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

- improve knowledge and understanding of the respective roles of Ofsted and the Local Safeguarding Children Board in the event of an allegation being made against the childminder
- liaise further with other providers delivering the Early Years Foundation Stage to children in your care, to ensure progression and continuity of learning and develop sensitive observational assessments for children who also attend reception class

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

Children are effectively safeguarded. The childminder has a sound knowledge of child protection issues and demonstrated her ability to implement appropriate procedures to protect children from possible harm. She has devised a range of safeguarding policies and procedures and has access to a wealth of documentation for reference. However, whilst the childminder is fully committed to ensuring children's wellbeing, including reporting any allegations made against the childminder, she does not have a secure knowledge of the respective roles of her local authority and Ofsted, should such an allegation be made. Children are further safeguarded because all adults have undergone checks to ensure their suitability. Attention to children's safety within the premises and whilst on outings, is given a high priority by the childminder. Comprehensive risk assessments are completed and documented and appropriate action is taken to minimise hazards to ensure children can play safely. The childminder uses spaces and resources very effectively, transforming her living room into an enticing child-centred environment for children to investigate and explore.

The childminder is an experienced and dedicated practitioner who is passionate about the service she provides for young children and their families. She is very committed to her professional development and has completed a wide range of relevant training courses, which compliment the nationally recognised child care qualification she holds. Effective systems are in place to evaluate the effectiveness of her provision and plans for improvement are well targeted to improve outcomes for children, for example, developing individualised planning with monthly input from parents. Attention to written records is excellent and systems are consistently implemented to ensure the safe management of the provision.

The childminder provides a truly inclusive service and each child's unique contribution to her setting is valued and celebrated. The childminder works tirelessly to ensure children's individual needs are met and continually promotes children's self-esteem. Partnerships with parents are highly effective, parents are encouraged to contribute fully to all aspects of their child's care. Excellent admission procedures ensure the childminder is well informed about children's individual care needs and capabilities. Parents are fully informed of policies and procedures and are encouraged to comment on the childminders service. Daily diaries, a verbal exchange and informative newsletters, ensure a continuous exchange of information. Parents are also very well informed about their child's progress and are encouraged to contribute to plans for their future learning. Overviews of planned activities and the regular sharing of individualised planning, helps parents' support their child's learning at home. However, partnerships with other providers who also deliver the Early Years Foundation Stage to children in the childminder's care, are less well developed. Consequently, limited information is exchanged in relation to children's learning and development. The childminder is not caring for any children who have special educational needs and/or disabilities, but is fully aware of the importance of working closely with outside agencies to support children's welfare and development.

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

Children benefit from a secure and loving relationship with the childminder, who effectively promotes all aspects of their welfare, learning and development. Children's personal, social and emotional development is particularly well fostered and as a result, children settle quickly and demonstrate a strong sense of belonging. As children wake from their sleep, they are lovingly greeted and reassured by the childminder, who gently encourages children to come round in their own time. The childminder knows individual children well and expertly meets their individual needs, incorporating individual routines so that children rest and sleep in accordance with their individual needs. Children are developing healthy eating habits because the childminder implements a healthy eating policy, routinely providing as many as four portions of fruit or vegetables each day. They benefit daily from outings and exercise in the fresh air and sunlight which contributes to a healthy lifestyle and have many opportunities to be physically active as they play. For example, moving to music and refining their gross motor skills as they play and move outdoors.

Children thrive in a highly supportive environment, consequently, young children embrace new experiences, investigating a range of natural textures through heuristic play and enjoying tactile experiences as they explore cooked spaghetti. Children are motivated by their surroundings and investigate the stimulating and accessible child-centred learning environment, making meaningful choices and selecting play materials that interest them. The childminder creates an enticing area for children to sit in comfort and discover books and the use of sparkly fabrics helps create a magical element to the book area. Children's early interest in books and words is further promoted through regular visits to rhyme time at the library and the expert use of props to bring rhymes and stories to life and engage very young children. Children have many opportunities to truly learn about their own cultures and beliefs and those of others, for example, a range of creative activities linked to Chinese New Year are developed as older children use age appropriate web sites to find out more about the Chinese culture and listen to stories. In addition, children's television programmes are carefully selected to provide further insight. At Christmas, children talk about the journey Mary and Joseph took and look at maps to put this into context.

Children are active and inquisitive learners who routinely engage in problem solving opportunities from a young age. For example, toddlers persevere to fit the lid on the tea pot or to build a tower of blocks. Numeracy skills are woven through daily opportunities as the childminder makes size comparisons between the animals and introduces new shapes, such as, a star during the nativity story. The childminder is a skilled practitioner who has fully embraced the Early Years Foundation Stage and very effectively promotes all areas of learning. All children benefit from an exceptional range of well planned activities and experiences which are individually tailored to help each child achieve their potential. Systems to monitor most children's learning are excellent and high quality, continuous observational assessments, ensure the childminder has a detailed understanding of children's capabilities. However, whilst the childminder demonstrates how children

who attend reception class are fully supported, there are no records of observational assessments to support this.

## 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                                           | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| 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

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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> | 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**

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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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