

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY425905    |
| <b>Inspection date</b>         | 22/11/2011  |
| <b>Inspector</b>               | June Oliver |
| <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, who is also a registered childminder, and two children age 10 and 16 in Denton, Manchester. The whole of the ground floor and a covered veranda is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under the age of eight years, no more than three of which can be in the early years age group. She also works with another childminder and together they may care for a maximum of 12 children, six of whom may be in the early years age group. The childminders are currently caring for six children in this age group all of whom attend on a part time basis. She also offers care for children over five years old. The childminder has equal responsibility for the childminding practice. The childminder is registered by Ofsted on the Early Years and compulsory and voluntary parts of the Childcare Register.

The childminder walks to take children to local schools. The family have chickens and guinea pigs as pets. 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.

Good relationships are developed because the childminder and her co-worker are caring and responsive to children's needs. Children are making good progress towards the early learning goals because activities and resources are provided which generally follow their interests and meet their individual needs. They participate in a good balance of child-initiated and adult-led activities which mostly cover all areas of learning consistently. Good partnerships with parents have been established and are effective in practice. The childminder evaluates her practice and is aware of her strengths and weaknesses and is committed to providing a good service for parents. All required policies and procedures are in place.

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

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

- strengthen the links between planning and assessment systems to clearly show how children's individual next steps are to be planned for to offer sufficient challenge and maximise their learning
- ensure daily opportunities are provided for children to practise and extend their skills in Problem Solving, Reasoning and Numeracy

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

Children are safeguarded well at this setting as the childminder has a policy in place and has attended training. She has up-to-date information of local policies and procedures with contact numbers available should she have a concern about a child in her care. The childminder completes risk assessments to ensure children play in a safe environment and when out and about. She is vigilant and supervises play well to ensure children stay safe. Effective medical, accident and attendance records are maintained to further protect children.

The childminder has good knowledge of the Early Years Foundation Stage to enable her to support children's learning. The setting is organised to enable children to select their own resources which helps to promote their independence and make progress towards the early learning goals. There is a wide range of resources for children to choose from, such as construction, arts and crafts and role play items. The childminder takes children on walks and to help in the family allotment to extend their learning. She readily adapts activities to enable all children to participate. For example, she helps young children climb on the soft play equipment and slide and she supervises more able ones.

The childminder has effective processes in place to evaluate her practice. She has identified areas of improvement to raise outcomes for children. For example, she has changed the layout of the playrooms to enable children to have room to play and be able to self-select resources more easily. She regularly evaluates activities, in discussion with her co-minder, to ensure they are interesting for the children and they meet the desired learning objective. She is studying for an early years qualification to enable her to be up-to-date on current childcare thinking and to be able to support children's learning and development more effectively.

The childminder has established purposeful relationships with parents. Parents written references suggest they are very happy with the loving and caring environment. Comprehensive information is collected from parents at registration about their children's medical and dietary needs and their starting points. This enables the childminder to meet their individual needs effectively. The childminder uses daily chats and care diaries to share the activities the children have participated in and their food and drink intakes and their sleep. Children's progress is reported regularly as the learning journals are shared. This ensures that parents are involved in their children's learning and development and that the learning is fully supported. Useful relationships with the school ensures the childminder further supports children's learning.

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

Children's good health is promoted effectively at this setting. Children have good opportunities to develop their physical skills as they play outside regularly and

exercise inside. For example, they run around and play with balls and bikes in the garden and use the soft play equipment and ball pool inside. This ensures that children know about the positive effect of exercise on their bodies. Children learn about healthy food choices as they are offered fruit for snack and enjoy home-cooked balanced meals, including vegetables from the family allotment. For example, they enjoyed sweet potato with cauliflower, carrots, broccoli, chicken and gravy for lunch. Children always have access to their drinks. Young children are learning about hygienic personal routines as they hold out their hands to be wiped before eating and after feeding the animals. Very young children learn about the benefits of sleep as they settle easily for a nap after lunch.

Children are settled and content in the setting as the childminder ensures their needs are met. They readily engage with the resources and activities with a good level of participation as the childminder has ensured good relationships with the children. Children are confident to explore because the childminder has ensured the environment is safe. For example, babies make their way to play in the ball pool independently. They learn to keep safe when out of the setting as the childminder teaches them about road safety and ensures younger children are appropriately restrained in buggies or hold hands with her when walking out. Children learn how to use tools correctly as they eat their lunch with spoons and use crayons for drawing.

Children are making good progress towards the early learning goals because the childminder plans a broad range of activities which follow their interests and individual learning objectives. She observes children's play and uses this to assess their learning. However, assessments are not formalised or linked to the Early Years Foundation Stage to ensure all areas of learning are covered consistently and that children's next steps are highlighted. Young children are developing competent communication skills as they make their own words when playing. They are developing good listening skills as they listen to the songs on the stereo. Good early writing skills are promoted as they draw pictures for their parents. Children are developing their mathematical skills as they put things in and out of containers. However, there are fewer opportunities for children to hear counting during everyday activities. This means this area of learning is not always fully supported. They are learning about information and technology using a wide range of resources, including children's computers, electronic toys and interactive books. This also means they are developing good skills for the future. They are learning about the wider world as they go out and about in the community.

Children are well behaved in the setting because of the clear and consistent boundaries set. They know what they can do and where they can go and this enables children to explore confidently and participate in different learning activities. Children receive praise for achievements and effort which makes them feel valued. Children have some opportunity to learn about cultures and beliefs as they celebrate some festivals and birthdays together. Children learn about differences and diversity using books, puzzles, small world figures and dolls.

## 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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