

## Inspection report for early years provision

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**Unique reference number** 312034  
**Inspection date** 07/01/2009  
**Inspector** Patricia Graham

**Type of setting** Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the childminding

The childminder was registered in 2001. She lives with her partner and three children aged 11 years, eight years and five months in the Ashton-under-Lyne area of Tameside. The whole ground floor of the childminder's house is used for childminding and bathroom facilities are situated on the first floor. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of two children at any one time in the early years age range and is currently minding three children part time. The childminder also makes provision for children older than the early years age group as she is registered on the voluntary and compulsory parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The family has a dog.

## Overall effectiveness of the early years provision

The childminder successfully meets children's care, learning and welfare needs because she has a secure understanding of the Early Years Foundation Stage (EYFS) requirements. She recognises the uniqueness of each child and provides stimulating activities appropriate to their individual interests. Good systems are in place for reflection of the childminding practice, enhancing the good 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 systems for working in partnership with other settings children attend to ensure continuity in their care and learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full written risk assessment for each type of outing. (Safeguarding and promoting children's welfare)

21/01/2009

## The leadership and management of the early years provision

A strong emphasis on working in partnership with parents has a positive impact on children's development. Verbal information is shared with parents, which keeps them well informed about their child's care and well-being. However, systems are not yet developed for communication with other settings which children attend.

Consequently, children do not fully benefit from continuity of care in their learning and development.

Children are well cared for, which ensures each child is safeguarded. The childminder is knowledgeable on child protection issues and has updated her knowledge through relevant training. The childminder has good systems in place to ensure safe collection of children and organises her home to ensure children are safe and secure at all times. For example, she undertakes risk assessments of the premises which identify potential hazards in the home. However, risk assessments for each specific outing are not yet in place, which poses a small risk to children's safety.

The childminder regularly reflects on her practice and also takes time to seek parents' views on her childminding provision. She is proactive and strives to make continuous improvements, which promotes good outcomes for children. For example, since the last inspection she has developed systems for recording dietary information and has recently completed a recognised childcare qualification. As a result, children benefit from her continued development.

## **The quality and standards of the early years provision**

Good organisation of the environment, time and resources provide children with a variety of experiences. For example, resources in the home are easily accessible enhancing children's self-help skills and independence as they initiate their own play and learning. This is complemented with a wealth of experiences provided by the childminder, promoting their knowledge and understanding of the wider world, such as regular outings to places of interest. As a result, children make good progress in all aspects of their learning and development.

The childminder recognises children's unique abilities through good observations, which highlights children's interests and identifies their next stages of development. For example, good emphasis on cooperative play helps children understand the concept of turn taking. They play group games, such as 'Bouncing Tigger', which helps children form relationships and show respect for others. The childminder spends time playing with the children. She gives them lots of choices and shows a genuine interest in what they do by asking lots of open-ended questions. For example, children are challenged to think as the childminder asks them what animals they see at the farm. This also enhances their language skills as they talk enthusiastically about the different animals they see.

Children's good health is promoted by the provision of wholesome meals and snacks. For example, a selection of fresh fruits are available at all times which means children have lots of healthy choices. They learn to care for others as the childminder talks to them about keeping themselves and others safe. As a result, they know not to give the baby a piece of apple 'in case she chokes'. The childminder builds emotional relationships with children, enabling them to feel settled, and their good behaviour is supported by consistent praise and encouragement.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.