

## Inspection report for early years provision

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| <b>Unique reference number</b> | 311945                 |
| <b>Inspection date</b>         | 04/06/2009             |
| <b>Inspector</b>               | Kay Margaret Armstrong |
| <b>Type of setting</b>         | 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 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 has been registered since 1996. She lives with her husband and their two children aged 14 and 11 years. The family has a pet dog. They live in the Dukinfield area of Tameside, close to shops, parks and the library. There is a dedicated playroom for the children, who also have access to the living room, dining room and kitchen. Bathroom facilities are on the ground floor. The rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age range. There are currently nine children on roll, four of whom are in the early years age group. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The well motivated childminder works extremely hard to promote children's wellbeing, learning and development. Children are happy, relaxed and well settled in the inclusive, homely environment, where they are making good progress towards the early learning goals. The childminder understands how children learn and promotes their welfare effectively. Effective partnerships are formed with parents and other providers of the Early Years Foundation (EYFS) framework. The childminder is in the early stages of developing systems to monitor the effectiveness of her provision.

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

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

- continue to develop a system to monitor and evaluate the provision.

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

The childminder provides a warm and homely environment where children are welcomed. She makes sure that resources are interesting, attractive and accessible to every child. The bright and stimulating playroom contains an abundance of play materials for all ages. Photographs of the children and displays of their artwork give them a clear sense of belonging. The childminder has a high regard for safety. Detailed up-to-date risk assessments and daily visual checks ensure that children can play safely. In addition, the childminder has a good knowledge and strong commitment to ensure children are fully protected. She is well informed about safeguarding procedures as she has attended recent training. As a result, she is confident about the procedures to follow if she has any concerns about the safety or welfare of children.

Documentation supporting the care of the children is well maintained. A comprehensive range of detailed policies and procedures are reflected in the childminder's practice and provide useful information for parents about the childminding service. Warm, friendly and positive relationships between the childminder and parents ensure that information is shared regularly which promotes continuity of care for the children.

The childminder demonstrates a good capacity for improvement. She has successfully addressed the recommendations made at the last inspection. She has a good understanding of the EYFS and has developed written profiles for each of the children. Observations of children's development are well supported with photographs and examples of children's work. The childminder uses the identified next steps for children's progress to inform the planning of activities. At present, the childminder has an informal system in place to monitor and assess her practice. She is aware of areas which she needs to develop and has a good understanding of her strengths, for example, her high quality interaction with the children.

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

There is an extensive range of high quality toys and equipment. These are organised well to provide an accessible and enabling learning environment. Children have access to a very good balance of adult-led and child-initiated activities that help them make good progress towards the early learning goals. Children develop good levels of independence as they are able to make choices regarding their play. The childminder's excellent knowledge of the different stages of development and the specific needs of the children in her care enables her to plan a range of stimulating and interesting activities. These are challenging and adaptable which ensures they are fully inclusive and all children are able to participate. Effective planning and positive interaction enables the childminder to provide high levels of support. She successfully provides additional resources to develop and extend children's play, for example, as children dress up as builders and nurses the childminder gets out hard hats, tools and the doctors set. Children have developed warm, positive relationships with each other and the childminder. They are extremely happy and settled in her home and care. They are confident speakers and share ideas as they play imaginatively together.

Children have great fun as they create wonderful, colourful fish tanks from empty cereal boxes and a good variety of collage materials. They confidently use glue spreaders, scissors and sparkly pens. The children concentrate well and focus on the activity which provides them with good first hand learning experiences where they have ample time to freely express themselves. Children's fine motor skills are well developed; they have good pencil control and write with a purpose. Children spontaneously use mathematical language as they play. For example, they count the fish and describe them as big and small. They learn about shape, play matching games and complete jigsaw puzzles.

Resources and activities help children learn about different cultures and beliefs, which encourages understanding and respect for others. They celebrate different

festivals throughout the year and participate in charitable events such as Red Nose Day. Children develop knowledge of healthy eating through the good range of nutritious meals and snacks provided by the childminder. They are able to keep themselves hydrated as drinks are readily available. A positive attitude to a healthy lifestyle is fostered as they have regular access to a well resourced outdoor play area. Visits to soft play areas and toddler groups provide further opportunities for children to develop physical skills and coordination whilst they have fun.

## 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?  | 1 |
| 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 |

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## **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