

## Inspection report for early years provision

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<b>Unique reference number</b>	307995
<b>Inspection date</b>	17/10/2008
<b>Inspector</b>	Lesley Sharples
<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 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 has been registered since 1990. She lives in the south shore area of Blackpool with her two adult sons. There are schools, parks and the beach nearby. Registration is for a maximum total of six children under eight years. The childminder is registered under the Early Years Register, and compulsory and voluntary parts of the Childcare Register.

Facilities for children comprise of a through lounge/dining room and kitchen on the ground floor with the bathroom and one bedroom for sleeps upstairs. There is a garden to the rear of the house. Currently there are four children on roll, all of whom attend part time.

The childminder is part of the Care to Learn Network in Blackpool, supporting young parents who are finishing their education. Membership of the National Childminding Association is retained and advice, support and training are gained from the local authority.

## Overall effectiveness of the early years provision

Children are secure and happy, with the childminder giving equal attention and reassurances to help them feel a strong sense of belonging. The childminder continues to enjoy her work, but acknowledges the requirements for documentation and additional information for the Early Years Foundation Stage have not been fully implemented. Further to this, Ofsted has not been informed of all adults within the household, which is a breach of an overarching requirement. The needs of children are routinely met as the childminder knows their individuality well. Their learning opportunities have areas of weakness but the childminder is willing to develop these.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain written parental permission to the seeking of emergency medical advice or treatment 31/10/2008
- provide a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident 31/10/2008
- notify Ofsted of any change to persons aged 16 years or older living on the childminding premises 17/10/2008

To improve the early years provision the registered person should:

- review records, policies and procedures required for the safe and efficient

- management of the Early Years Foundation Stage
- develop planning systems to provide challenging, purposeful play and exploration with specific regard to the organisation of resources and access to natural materials

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

The childminder does not yet have a secure understanding of the Early Years Foundation Stage and to this end information is not up-to-date nor fully compliant with requirements. For example, children play in an environment in which the childminder minimises hazards, however, a risk assessment is not completed showing how this is achieved and reviewed. The childminder implements aspects of safe practice, especially when on outings or using transport. Lack of some documentation for the well-being of children, such as consent for emergency medical advice or treatment and up-to-date child protection information, means that significant aspects of welfare requirements and documentation are not being met for the safe and efficient management of the Early Years Foundation Stage. In discussion, the childminder recognises her weakness in practice relates to documentation and is willing to address this and undertake her own self evaluation.

Partnership with parents is a strength of the childminder, who works hard to form strong relationships which impact positively on the children. Parents contribute well to information which enables the childminder to meet individual needs. This is an aspect of practice that is being developed for all children who attend. Information is mutually shared and parents express their positive views about the childminder. The childminder, as part of a network in supporting young parents, uses her many years of experience in understanding additional aspects of partnership. The childminder is aware of the requirement to involve parents in their children's learning and development and systems are in place to record suggestions to share with them, for example, having role play experiences at home.

The steps taken to promote the health and well-being of children ensure they learn good habits relating to personal hygiene routines and they enjoy a balanced diet with home cooking. Children learn how to keep themselves safe, through regular emergency evacuation procedures practises, reminders about keeping safe and effective role modelling. They enjoy a wealth of outdoor opportunities and experiences, for example, copying the school children doing their 'wake and shake' exercises before school starts, visiting interesting venues such as the zoo and beach, and socialising at groups and other childminder settings.

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

Children play happily, with the childminder supporting their learning through a range of activities and resources which offer fun and stimulation. However, there is limited planned, purposeful play and exploration to provide children with experiences to be active learners. Consequently, the learning environment limits

children's enthusiasm for developing self-initiated play. For example, boxed resources, although allowing free choice, lack meaningful purpose because planning is not linked to individual children's developing needs. The use of number is encouraged with visual prompts as children enjoy showing how they recognise their age in number and counting dots, ably relating to visual stimulation. This is not extended to letter, colour or shape to widen children's inquisitiveness and practical means for learning.

Although the childminder provides many appropriate resources for younger children which promote their developing skills, they do not have any opportunities for self discovery with natural resources. As a result, exploration and investigation of everyday objects is lacking. Young children do, however, have plenty of switches, buttons and levers to excite attention and this helps develop their small muscles. They move towards resources which are placed nearby and the childminder encourages language and new words with all children. This helps with children's confidence in communication skills.

The childminder is fully aware of using observations to assess children's development and is developing this area of practice. Written observations show an attentive and clear understanding of what children can do. Information relating to children's starting points are also being developed so that their capabilities can be extended. Children behave very well and are kind to each other. Praise and encouragement from the childminder positively supports children's sense of right and wrong and develops their self-esteem. Children are making progress in their learning and development with support from the childminder, who is committed to making improvements to ensure their achievements are better provided for.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*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>	Inadequate
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

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

### Quality and standards

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 that required the provider or Ofsted to take any action in order to meet Early Years Foundation Stage General Welfare Requirements.

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.