

## Inspection report for early years provision

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<b>Unique reference number</b>	EY383015
<b>Inspection date</b>	06/04/2009
<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 lives in the Bispham area of Blackpool with her husband and their two children aged 11 and 15 years. The residential area is close to schools, parks, library and a children's centre. Facilities registered for children's use comprise of the conservatory, kitchen and lounge, with the bathroom on the first floor. The second floor of the home is not used. There is a garden to the rear of the house and the family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of six children. The childminder currently looks after one child in the early years age range on a part-time basis.

The National Vocational Qualification Level 3 was gained in 2005. The childminder is part of the Orchard childminding network and further advice, support and training is gained from the local authority. Membership of the National Childminding Association is retained.

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

Overall the quality of the provision is good. Children are making good progress in their learning and development achieved by the childminder observing and monitoring what children are doing in all six areas of learning. Planning for children's next steps however, is not yet implemented. Children's welfare and safeguarding needs are met through comprehensive risk assessments and the childminder's knowledge of policies and procedures. Consequently, children feel happy, included and secure. Partnership with parents is aided through sharing clear information. The childminder has an understanding of her strengths and areas for improvement, but as yet has not undertaken a full self-assessment and evaluation of her provision.

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

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

- increase children's awareness and interest in the natural world, so they have opportunities to see change and growth and be able to look after living things
- support children's continuous learning journey by identifying and planning the next steps in their learning and development, to meet their individual needs and extend their talents
- undertake quality improvement through reflective practice and self-assessment so that improvements offer the best experiences for young children

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

The childminder has a clear understanding of the requirements within the Early Years Foundation Stage and is implementing them well. She ensures policies and procedures reflect current information and documentation and records are in order. These provide a reflection of the childminder's approach to her role and responsibilities in meeting the unique needs of children. Children are kept safe through knowledge and practice, such as using books to help children learn about fire safety and practise of the procedures. Risk assessments cover all areas of the childminder's provision as well as outings undertaken. This ensures children's welfare and safety is paramount. The childminder has not yet undertaken self-assessment to help identify where improvements can be made, however, further training in child protection is recognised as a priority, as part of her professional development. She ably demonstrates her current knowledge of the types and indicators of abuse and the procedures to follow if there are any concerns, so that children are safeguarded.

Partnership with parents is developing well. The childminder offers well-presented initial information about her practice within a parent pack, reflecting regard for parents own preferences, values, practices and attitudes. Additionally, a welcome pack assists in obtaining initial information about children, which supports the positive shared approach to children's care and learning. This includes offering review meetings so that childcare is consistent. Two-way communication, both verbal and written, provides additional supportive information, so that parents are kept fully informed of what their children are doing and how they are progressing. Parents have opportunities to add their comments through questionnaires and within daily diaries. Links with local providers delivering the Early Years Foundation Stage to promote continuity of learning and care are not yet required but the childminder clearly understands to establish these should children attend other settings.

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

Children are progressing well towards the early learning goals, because they are settled and happy in the childminder's care. The warm and nurturing relationships established are reflected in the encouragement the childminder offers, which significantly promotes them to be active learners. There is an effective balance of self-chosen and supportive planned experiences, so that the varied and stimulating range of activities and quality resources, fully engages children. Easter themed creative activities provide opportunities for designing and mark making and children easily access resources when deciding what they wish to do. The learning environment is bright, cheerful and is beginning to reflect children's own contributions. There is some reference to numbers and letters on posters, alongside positive images to reflect diversity which help children learn about others. For example, a picture displayed of a person in a wheelchair. Children's individual interests are fully recognised and provided for by clear and informed observations and assessments. Planning for next steps is not yet implemented to extend children's talents. The childminder monitors what children are doing

through an observations checklist, which assists in monitoring that all areas are equally covered. The childminder successfully uses her knowledge and skills to consolidate and enhance children's learning and this maximises their potential and fully supports them on their learning journey.

Children enjoy a wide range of experiences, which supports them to develop a positive sense of themselves and to respect others. They extend their social skills, through visiting facilities in their community, providing children with a positive disposition to learn. The childminder is especially skilled in the use of numbers and problem solving in their everyday activities. They are learning calculation in sand play, with quantities of 'less and more than' and ably count in fun ways, such as fitting large numbers in sequence and throwing a bean bag onto a recognised number by request. Physical development opportunities are extremely well addressed by the childminder, who ensures daily opportunities in the fresh air are offered and where they learn about aspects of their local community. Experiences are limited though for learning about the natural world and how things grow and change. Their future economic well-being is assured through opportunities for using simple programmable toys and laptop computer.

Children's welfare is assured with appropriate levels of individual care and attention given in all areas of practice. They enjoy healthy eating and they are developing their self-care skills through cleaning their teeth and following routine hygiene practices using their own items. Children are learning about road safety when out walking, as the childminder has awareness of possible hazards, such as refuse vehicles emptying bins. The care provided is reflected in children's positive behaviour. They are praised and encouraged, which promotes their developing confidence, so they become self-assured and independent. The childminder is a good role model, having a quiet manner and listens to children well, showing positive regard for them as individuals.

## 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?	3
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
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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**

There have been no complaints made to Ofsted since registration.

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.