

## Inspection report for early years provision

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| <b>Unique reference number</b> | 502162          |
| <b>Inspection date</b>         | 18/08/2009      |
| <b>Inspector</b>               | Margaret Baines |
| <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 a registered childminder since June 2001. She lives in a semi detached house in the Marton area of Blackpool with her husband and teenage son. Presently she is caring for four children who are all in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. There are currently four children on roll who attend for a variety of sessions. Facilities comprise of a lounge and kitchen/dining room and a room on the first floor for rest. The bathroom is also on the first floor. There is an enclosed outdoor play area. The childminder is qualified to National Vocational Qualification (NVQ) level 3, is accredited and is also part of the childminding network. She receives support from the local authority.

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

Overall, the quality of the provision is good. The childminder provides children with a rich and stimulating variety of learning experiences within a safe and secure environment. She has a good knowledge of each child's individual needs and starting points. Consequently the childminder is effective in ensuring children's individual needs are met to promote their ongoing learning and development. She ensures that inclusive practice is given a high priority in her home through her planning and attention to detail. The childminder is reflective as she has plans for future development. However, she has yet to complete a self-evaluation, addressing the overall development of the care and education she provides.

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

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

- continue to develop the self-evaluation process to further identify areas for improvement
- continue to develop the observation and assessment of children to identify the next steps in their learning.

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

The childminder provides detailed policies and procedures that promote a safe and secure environment, so assuring children's safety and welfare when in her care. She has developed an efficient approach to the management of the children's individual care and needs. The childminder is organised and knowledgeable in her approach to children's development as she holds an early years childcare qualification and is proactive in her willingness to seek further professional development. The childminder ensures children enjoy experiences in all areas of learning linking these to their interests. Routines are flexible to ensure they reflect the children's ongoing interests and ideas. For example, children expressed an interest in playing at doctors and she facilitated the resources for them to enjoy

this activity.

The sharing of information with parents and carers is encouraged. For example, each child has a folder containing elements of their learning and development which are shared with parents. She uses information about children's interests at home to compliment the activities she offers in her setting. Observations and assessments are recorded, however the next steps in children's learning have yet to be identified. The childminder reflects on her practice and is keen to improve the service she offers for the benefit of the children in her care. She has however yet to complete a self-assessment and link this to her capacity to maintain continuous improvement.

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

The good range, balance and variety of activities successfully promote children's learning in the care of the childminder. The environment is organised in a manner that ensures children access a good range of resources. Children are encouraged to develop independence by making choices from the resources and activities readily available for their enjoyment. Consequently, children develop the confidence to explore and learn in a safe, secure environment.

Children use the lounge and kitchen/dining room to experience a range of activities. For example, they enjoy the home corner, small world toys and the good range of books. Children enjoy constructing, using the building resources. They also have good opportunities to be creative, for example as they make models with the play dough. There are good opportunities for the children to be active learners through their contact with other children and people when they attend local groups. Consequently, they learn about aspects of the local community. Children enjoy many opportunities to use their ideas and access to good resources enables them to make connections and develop these effectively. For example, children enjoy the small world figures as they develop their imaginative play. Children are provided with experiences and support which help them to develop a positive sense of themselves and of others. Consequently they develop respect for others, social skills and a positive disposition to learn. The childminder offers good support for children's emotional well-being to help them to know themselves and what they can do. Positive relationships develop between the childminder and the children, therefore children feel extremely happy and secure in this home. This is reflected in their behaviour which is managed in a caring sensitive way, ensuring children's concerns and needs are fully supported.

Children have ongoing opportunities to develop their speaking and listening skills, which are seen as important. For example, the childminder talks purposefully to the children waiting for responses and confirming her approval. The children use a wide variety of resources for expressing their understanding, including mark making, modelling, books, story telling and music. Children learn to fix and make things, which supports their problem solving skills well. Very young children enjoy a range of natural resources which encourages their exploration and curiosity. Children enjoy resources that enable them to measure and weigh, for example they enjoy baking. Games are available that help children develop their problem

solving skills and the childminder also uses everyday activities to promote this aspect of their learning.

The childminder provides a secure and safe environment for the children in her care. She uses a risk assessment to monitor safety and she has attended child protection training. All equipment, resources and toys are checked and maintained to ensure their ongoing quality and suitability. Healthy snacks and meals are provided in addition to regular drinks. Consequently children's health is promoted effectively in this home. For example, they enjoy wholemeal bread, fruit and home cooked nutritious meals. Daily access to outdoors and fresh air fully promote the children's health and well-being. Children have access to a range of equipment both large and small, which support and extend their physical skills well. Children visit the local area and places of interest. They have access to positive information and resources that reflect the wider world. As a result of the childminder's good organisation and commitment to promote children's learning and development, children flourish in her care.

## 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

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|---------------------------------------------------------------------------------------------------|---|
| <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

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|-------------------------------------------------------------------------------------------------------|---|
| <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**

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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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