

## Inspection report for early years provision

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<b>Unique reference number</b>	EY287395
<b>Inspection date</b>	09/09/2009
<b>Inspector</b>	Margaret Baines

<b>Type of setting</b>	Childminder
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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 2004. She lives with her two adult sons and their partners and her teenage daughter in a house in the central area of Blackpool. The partner of one of her son's is also a registered childminder. The local amenities include a nearby school, shops, park and library.

The front room, the rear room and the kitchen on the ground floor are used for childminding. There is a fully enclosed play area to rear of the house. Bathroom facilities are located on the first floor.

The childminder is registered to care for a maximum of six children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. There are currently three children on roll who are within the early years age range. She is registered for overnight care for one child. Currently there are no children receiving overnight care. The childminder receives support from the local authority and is a member of a local childminders group. She holds the NVQ level 3 in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall children's individuality and differing needs are recognised by the childminder because she ensures that she gathers relevant information from parents and carers at the beginning of the childminding arrangements. Consequently children feel happy and settled in her care. The childminder has in place effective policies and procedures together with systems to record children's achievements. She has completed a self-assessment of her provision where she has identified areas for improvement and development. She has also put in place those identified areas for improvement from her last inspection. Consequently through additional training and ongoing assessment she is committed to maintaining continuous improvement for the children in her care.

## **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 observation and assessment of children's learning by ensuring that a system is in place to track children's learning towards the early learning goals
- continue to promote children's welfare by renewing those contents of the first aid box which have become out of date.

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

The childminder has a good understanding of her responsibility with regard to safeguarding children. She has completed safeguarding training and is committed to the constant review of her knowledge and understanding with the regard to children's safety. She has experience of working closely with other agencies to support and safeguard children in her care. Robust safeguarding policies and procedures are effectively implemented to ensure children's safety is a priority in this setting. She has recorded risk assessments for the home, garden and when children are taken on outings. She also has in place effective systems to ensure that children are collected by persons known to her with authorised parental responsibility for the children. Resources which include toys and equipment are deployed effectively to ensure children have easy access and can make choices in their play and learning. For example, children can access a good range of toys in the home and in the enclosed outdoor area from low level storage boxes. The childminder works hard to provide a service that is inclusive for all children and their families. She is most helpful to parents by collecting children from their home if this service is required. Parents receive excellent information about the service offered as she has detailed policies and takes the time to explain to parents and carers about the day the children enjoy with her. They provide her with information which assists in the way she plans for individual children.

The childminder is motivated to improve her practice through ongoing training. She has completed the NVQ level three in Childcare and is about to begin the foundation degree in Early Years. She recognises her strengths and considers ways to improve. She works in tandem with other professionals to ensure that children's needs are met in a most effective way.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and enjoy their time with the childminder who provides a good range of toys and activities to meet their individual needs. For example, children enjoy construction as they access the building resources creating designs using their imagination. Children present enjoy cars and playing in the outdoor area. They develop their physical skills to balance and climb as they play happily in the garden. The childminder uses observation and assessment to identify children's individual preferences and any gaps in their learning. However, at present she has not implemented a system to track children's learning in each area of learning towards the early learning goals. Children enjoy visits to groups in the community, to the park and further a field to woodland parks and the beach. All of these activities provide children with a variety of learning experiences. Children feel safe in her care because she has in place good systems to ensure the continued safety of the children. For example, she uses risk assessments to identify any potential hazards and she ensures she teaches children about keeping themselves safe. For example, they are encouraged not to run in the house and help her to pick up toys. Children are also encouraged to stay close to the childminder when on

outings. She has available the required equipment to ensure that children feel safe in her care. For example, fire safety equipment and a first aid box. However, several items in the box are out of date.

Children adopt healthy lifestyles with the childminder as she encourages them to learn about healthy eating, For example, they enjoy healthy snacks of fresh fruit. Meals are home cooked and include food enjoyed by children who have a different ethnic background; this is further promoted by the good partnership with parents who advise on additional cultures and a variety of interesting foods.

Children make a positive contribution because the childminder ensures that they have a good understand of what is expected of them in terms of behaviour and cooperation with others. She works hard to promote children's positive attitude to others by encouraging them, for example, to share and take turns. Children are developing skills for the future because the childminder ensures that they access the curriculum across each area of learning. For example, they enjoy books. They learn to use their problem solving skills as they count and differentiate between sizes. Children enjoy access to information technology which prepares them for the future. Children learn about our wider world because they have good opportunities to share each others culture as the childminder cares for children from different ethnic backgrounds. Consequently children thrive as they enjoy their learning and development in this setting.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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