

## Inspection report for early years provision

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<b>Unique reference number</b>	EY385975
<b>Inspection date</b>	08/01/2010
<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.

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## **Description of the childminding**

The childminder was registered in 2008 and lives with her two children aged six and eight years, her husband and her step daughter age 16 years in the Mereside area of Blackpool. She is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. The ground floor of the childminders home is used for childminding. On the first floor, the front bedroom is used for children to sleep. The rear enclosed garden is also available for outdoor play. The childminder is registered to care for a maximum of four children. The childminder is a member of the National Childminders Association and local Sure Start network. There are currently two children on roll who are within the early years age group. The childminder receives support from the local authority and is a member of a local childminder network and holds the National Vocational Qualification level 3 in childcare.

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

Overall the quality of the provision is good.

Overall Children's uniqueness and individual needs are recognised by the childminder, as 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 ensures that she has in place, effective policies and procedures, which are shared with parents. She also has a system in place to record children's achievements in their learning. She has completed a self-assessment of her provision and has identified areas for improvement and development. The childminder 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:

- further develop the use of self-evaluation to maintain improvement in the setting and include parents contribution to the process
- improve the sharing of information to provide a two way dialogue with parents.

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

The childminder is clear of her responsibilities with regard to safeguarding children. She is committed to reviewing her knowledge and understanding with of children's safety and has arranged to attend a safeguarding training event. There are effective safeguarding policies and procedures in place, which are implemented to ensure children are safe when in her care. She has in place rigorous risk assessments for her home and for outings. Consequently, children are safe in her

care.

Systems are in place to ensure that children are collected by persons known to the childminder and have authorised parental responsibility for them. 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 and games from the low level storage boxes. The childminder is diligent in her commitment, ensuring that she provides a service that is inclusive for all children and their families. Parents receive good information about their children's day as she discusses the details of the day and provides a written account for parents to enjoy. She encourages parents to record information about the children's interests and achievements at home, although at present this is limited. Parents views are not included in the evaluation process. Currently children do not attend other settings therefore she is not liaising with other professionals, but is aware that this is a requirement of the Early Years Foundation stage (EYFS).

The childminder is motivated to improve her practice through ongoing training. She has completed the National Vocational Qualification (NVQ), level 3 in childcare and attends short courses offered by the local authority. She recognises her strengths and considers ways to improve through completing the self-evaluation document. She is committed to embedding ambition and driving improvement, as she continually looks for ways to develop and improve for the benefit of the children in her care.

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

Children are happy in the childminder's care, as she is kind and caring. She provides a good range of toys and activities to meet their individual needs. For example, children enjoy activities that include painting, model making, baking, construction and daily outings in the fresh air. Children benefit from a range of experiences that promote their learning. For example, they enjoy creative imaginative play and also look at books as they develop their knowledge and skills in communication, language and literacy. Very young children enjoy the tactile toys, building with the building blocks and enjoy the little cars and animals. Young children are encouraged by the childminder to make choices, to be vocal and to make their preferences known.

Children have good opportunities to enjoy the outdoors as they develop their physical skills. For example, they play with the outdoor toys and visit the local park. The childminder uses observation and assessment to identify children's individual preferences and any gaps in their learning. Each child has a learning journey, which contains detailed information about their learning and development. The childminder identifies children's next steps in learning to ensure that they are making progress towards the early learning goals.

Children enjoy regular visits to groups in the community, to the park and the beach. Each of these activities provides children with a variety of learning experiences. Children feel safe in the care of the childminder, as 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 ensures she teaches children about keeping themselves safe. Children are encouraged to be aware of their own safety by developing an awareness of safety. They are taught not to run in the house and are encouraged to pick up toys. Children are also encouraged to stay close to the childminder when on outings. She has in place the required safety equipment when transporting children in her car; including the correct size seats and she also carries a first aid box 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. 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, bread and crackers. Meals are home cooked and include the required five a day fruit and vegetables.

Children make a positive contribution as the childminder ensures that they have a good understanding of what is expected of them in terms of behaviour and cooperation with others. She works hard to promote children's positive attitudes to others by encouraging them, for example, to share and take turns. She uses lots of praise and encouragement to ensure that children develop positive feelings of worth when in her care. Children are developing skills for the future as the childminder ensures that they access the curriculum across each area of learning. They develop their problem solving skills as they count and differentiate between sizes. Children enjoy access to information technology, which prepares them for the future because the childminder has a number of small electronic toys.

The childminder teaches children about our wider world through discussion and good resources, which develop their understanding. Consequently, children thrive in this home as they enjoy their learning and development in a well resourced, child orientated environment.

## 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	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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