

## Inspection report for early years provision

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<b>Unique reference number</b>	309038
<b>Inspection date</b>	21/04/2010
<b>Inspector</b>	Lesley Sharples
<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 has been registered since June 2000. She lives with her husband in Blackpool. Facilities for children comprise of the kitchen/dining room, lounge, bathroom and rear bedroom, all are situated on the ground level within the bungalow. There is an enclosed rear garden for outdoor play. The area is close to parks, the beach and promenade.

The childminder is registered on the Early Years Register, and both parts of the Childcare Register. She is registered to care for a maximum of six children under eight years. Currently there are two children on roll, one of whom is in the early years age range. She also cares for school age children.

Membership of the National Childminding Association is retained. She is part of the 'Seasider's' childminder group, and advice, support and training are gained from the local authority.

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

Overall the quality of the provision is good.

Children are making good progress in all areas of learning because they play within a well-organised and stimulating environment, both indoors and outside. The childminder ensures children's welfare and safety is promoted, underpinned with comprehensive policies, procedures and risk assessments as required. Partnership with parents contributes to consistent care for children, but links with other settings where children attend are not yet fully established. The childminder reflects on her provision and identifies aspects for future improvements. Actions and recommendations implemented since the last inspection impact positively and enhance the provision. Children's uniqueness is fully recognised, consequently they feel secure and happy within the childminder's care.

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

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

- continue to refine planning, incorporating the developing links with other providers delivering the Early Years Foundation Stage, in order to share information and develop the systems for continuity of care and progression
- increase resources with natural materials and objects which work in different ways, to promote intrigue and fascination.

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

The childminder demonstrates a clear understanding of how best to safeguard the children. She confidently shares the procedures to follow with regard to child

protection and has recently updated her safeguarding training. Documentation, well-worded policies and procedures, and risk assessments are in place. The childminder has worked hard to ensure risks are identified and addressed, therefore minimising harm to children, especially for outings. The childminder organises the home well so it is warm and welcoming. Children have good amounts of space to freely move around in, and have easy access to outdoor activities. Equality and diversity issues are addressed, providing children with resources which ensure there is no stereotyping. Books, posters, role play resources and multi-lingual welcome messages provide children with images and information about the wider world. Children's individual needs are fully known and therefore they feel secure and happy, cuddling up with the childminder when having a discussion.

The engagement and sharing of information with parents is very good. The childminder works closely to ensure a home-from-home setting. This is reflected in parents' comments. Parents have copies of the childminder's policies and procedures and give written consents for those requiring their permission; for example, sharing information, taking photographs and outings in the car. The childminder includes parents' comments within their child's learning journey and is developing a framework for partnership working with other settings, she feels this will help in her planning for children's progress. While not presently required to do so, the childminder is fully aware of working with other professionals, should children cared for have special educational needs and/or disabilities.

The capacity for improvement is clearly demonstrated by the implementation of all requirements and recommendations made at the previous inspection. The childminder has a positive attitude to ensuring she is providing the best care for children. She willingly works with the early years team who support her where required, and as a result, the provision for children is enhanced. Training workshops, such as, 'Terrible twos' (supporting positive behaviour in two-year olds); an Information and Communication Technology course; self-evaluation; and various evening courses, all contribute to developing and updating the childminder's practice. Additionally, the childminder is currently improving the outdoor play area by laying down a safety surface.

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

Children relish their time within the childminder's home and are progressing well in their learning and development. The childminder is good natured and supports them in their own interests, affording them time to develop their thinking and imagination. This means that children are active, independent and inquisitive learners. For example, the childminder offers a wealth of opportunities for children to experience early technology, they take photographs for their learning journey file; have a specially designed computer keyboard for children to use; use the till to pay for shopping, and have numerous other programmable resources. These activities contribute to children's future economic well-being. There is a good balance of adult-led and child-initiated play as the childminder assists them when required. She helps them do a complex jigsaw of the world and uses this time to

talk about the different countries and the people who live there.

The childminder successfully identifies next steps in children's development through well-written observations and sensitive assessment of achievements. She uses the Early Years Foundation Stage documentation well and ensures all six areas of learning are equally covered, by recording and monitoring the different aspects within them. Planning is still an area the childminder would like to improve upon. Children's learning journeys are full of examples of art work, such as, an Easter card, and many photographs illustrate the wide and ranging types of activities enjoyed. These include learning about their own community and living things when they go on outings to the zoo or to feed the ducks. They also plant and care for flowers in the garden. Children ably count, calculate and are beginning to recognise and spell their name. They contribute to a mural of free-design, using different media and materials, which is proudly displayed. Children's exploration and investigation of natural items and resources which work in different ways is limited. Activities and stories about religions and cultural celebrations, provide the children with opportunities to talk about and gain a wider understanding of their own and other people's cultures and beliefs.

Children feel safe because the home is clean and kept secure, and they practise the emergency evacuation procedures, so they know what to do. The childminder records these and also her weekly check of the smoke detectors. They behave extremely well and respond to requests, apart from tidying up resources, whereupon the childminder uses a star system to encourage them, so their environment does not cause a hazard. Children benefit from plenty of easily accessible drinks and receive a variety of nutritious light meals and snacks that they enjoy. They are also able to influence what they want to eat by going shopping and choosing different foods, paying for them and talking about their purchases with the shop assistant. They have good opportunities to be active, playing on different types of equipment in the garden and enjoying the fresh air and exercise. They manage their self-care skills independently, using their individual items to prevent cross-infection. Consequently, children are developing well as individuals, promoting positive skills for the future.

## 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	3
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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