

## Inspection report for early years provision

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<b>Unique reference number</b>	EY406788
<b>Inspection date</b>	30/09/2010
<b>Inspector</b>	Lynne Naylor

<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).

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## Description of the childminding

The childminder was registered in 2010. She lives with her child aged 15 years in Ingol, Preston. The whole of the ground floor and a first floor bathroom are used for childminding. The rear garden is not available for outdoor play. The family has a pet cat.

The childminder is registered to care for a maximum of three children at any one time, and is registered on the Early Years Register. There are currently three children in this age range. She walks or transports children in a car to craft groups and on outings.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, an adequate service is provided. Some policies, procedures and records required to manage the service are in place, although these are not always clearly written. In practice, procedures to safeguard children are sound and each child's unique care needs are met well using information verbally exchanged with parents. Children make sound progress in their learning and development. No children attend other settings providing the Early Years Foundation Stage. The childminder knows what she needs to do in order to develop the service and demonstrate the capacity to improve.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 14/10/2010
- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) 14/10/2010
- request written parental permission to the seeking of any necessary emergency medical advice and treatment (Safeguarding and promoting children's welfare). 14/10/2010

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning opportunities

- and plan relevant and motivating learning experiences for each child
- review all documentation and update, where necessary, in line with the Early Years Foundation Stage.

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

The childminder is aware of her responsibility to safeguard children. She has undertaken training in child protection and has appropriate procedures to follow should she have any concerns. Action is taken to minimise risks in the home and on outings. However, the written risk assessment record does not show how all the hazards have been minimised nor does each type of outing have its own assessment. Other required record keeping systems are in place, although some lack detail, such as the dates of medicine administrations and the times of children's attendance not being clearly recorded. There is a system to obtain parental permission for the seeking of any necessary emergency medical advice and treatment, however, there is not a record for each child.

Everyday, children are taken to the park or another childminder's garden to experience learning in the fresh air. This is because the childminder's garden is not registered for use. When at home, the childminder plays alongside children, supporting them as they choose where, and with what, they would like to play. The rear room is set up with shelves and boxes, which hold a sound range of accessible toys and books. Each child has a folder in which the childminder puts samples of children's work, photographs and a weekly summary of their achievements. This record is linked to the six areas of learning but not effectively used to inform planning.

Some written policies and procedures, which are available for parents to read, contribute to the management of the setting. However, they contain some out-of-date references, which is confusing to readers. Information exchanged verbally with parents is used to support children's care needs, but not yet used to support children's achievements. Opportunities for parents to contribute to planning and assessments and to the setting's self-evaluation are not yet implemented. Although no children attend other settings, the childminder understands the benefits of working in partnership with other providers involved with individual children.

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

Children's care needs are well met in accordance with their own routine. Nappies are hygienically changed and babies sleep comfortably in cots with fresh bedding. Children eat a warm lunch, such as home made celery soup with toast followed by yoghurt, and help themselves to drinks when thirsty, as their cups are kept close to them. Their understanding of health and hygiene is promoted, appropriately for their age, through discussion and daily routines. They wash their hands before eating and enjoy a healthy snack, such as fruit, and drink water or milk. Young

children are reminded to follow safety rules, such as not jumping on the sofa in case they fall. Toddlers demonstrate they feel safe as they turn to the childminder for reassurance when visitors arrive.

Children socialise with other children on regular outings, such as to the beach and a local farm. In the childminder's home, children choose what to play with from a sound range of toys that broadly cover all six areas of learning. The childminder has a sound awareness of the Early Years Foundation Stage learning and development requirements. She plays alongside the children, interacting well to promote their learning. Observation and assessment systems are developing, although activities are not yet being planned specifically to help children take the next steps in their learning. Children's progress in learning and development is not sufficiently monitored to know whether they are making as much progress as they can.

Children develop sound skills for the future. They develop language and literacy skills as they chat with the childminder, and share books together. Some of the books reflect difference and diversity, which help children learn about the wider world. They enjoy opportunities to develop early writing skills as they draw, paint and make marks with crayons. Young children demonstrate developing numeracy skills as they point to the numerals on a toy clock and count how many shapes are posted in a sorting box. They demonstrate an awareness of technology and how things work as they push buttons to make the dog move and bark.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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