

## Inspection report for early years provision

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<b>Unique reference number</b>	EY405453
<b>Inspection date</b>	07/10/2010
<b>Inspector</b>	Angela Rowley
<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 was registered in 2010. She lives with her husband, adult son and daughter, in Haslington, Lancashire, close to shops, parks, schools and public transport links. The whole of the childminders home is used for childminding, except the bedrooms. The childminder lives in a three storey house. The lounge, which is the main area for play, is located on the first floor and is accessible via one flight of stairs. An enclosed area is available at the rear of the property for outside play. The childminder goes to several toddler groups with children. She holds a National Vocational Qualification Level 3 in Childcare, learning and development.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years and currently minds two children in this age range during school holidays. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Generally effective implementation of most policies and procedures means that children's welfare is suitably promoted. Children are happy and make sufficient progress through their secure relationships with the childminder who spontaneously promotes their learning through play. Steadily developing systems to identify and plan for children's individual needs and to work in partnership with parents, means that children get the support they need. The childminder is in the early stages of developing her childminding provision. She demonstrates a sound capacity for improvement through general reflection, though this is not yet systematic enough to target specific areas for development.

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

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

- request written parental permission at the time of each child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 04/11/2010
- improve the risk assessment so that it includes a record of the checks undertaken, and ensure hazards in relation to garden brambles and the storage of 04/11/2010

medicines are suitably addressed (Suitable premises, environment and equipment).

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

- strengthen the procedures to support children's learning and development using a systematic and routine approach to using observations and assessments to identify and provide for children's next steps across all areas of learning
- review the organisation of space to provide suitable facilities to accommodate snack and sleep times, and to increase children's opportunities for outdoor learning
- review the arrangements for promoting good hygiene practice, helping children learn about hygiene routines and to manage their own personal hygiene.

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

Children are sufficiently safeguarded. The childminder has a sound understanding of child protection issues through appropriate training and a clear procedure which is aligned with that of the Local Safeguarding Children Board. Most recording systems to safeguard and promote children's health are in place. The childminder has completed clear risk assessment documentation which has helped her put suitable control measures in place to minimise most, but not all hazards to children. For example, there is a small patch of brambles accessible to children in the garden and the storage unit in the bathroom which contains medicines is not fully secured. Whilst the childminder routinely checks that safety equipment is in place whilst caring for children, her checking systems are not well organised. Consequently, the garden is not checked for suitability before children's arrival, and when they want to go out to play, identified minor hazards need to be quickly addressed. Therefore the risk assessment is not effective in sufficiently protecting children from hazards. Written parental consent to seek emergency treatment has been obtained for almost all children however, the childminder has not secured such arrangements in every case. These are breaches of the welfare requirements. The childminder keeps children safe on outings by following clear procedures and using equipment, such as wrist restraints whilst walking with children. She holds a current paediatric first aid certificate and has appropriate plans in place for emergencies. Mostly suitable arrangements are in place to promote children's good health.

The childminder is respectful of individual family backgrounds and provides a flexible service to meet individual family needs. Welcome signs and positive images in some basic toys help promote a sense of value for all. She works mostly informally and builds open relationships. This assists in the sharing of information in order to meet children's individual needs. Daily exchanges of information provide consistency for children and continuity in the arrangements for their care. Instinctively, the childminder shares information with parents about children's

activities, what they can do and are interested in. She is beginning to share her records of observations with parents so they know what she is planning for their child's next steps. The childminder understands and is committed to working closely with other providers to ensure consistency for children's care and learning when needed.

The childminder is motivated to further develop her childminding provision. She is using her links with local authority services well, to extend her provision for children, for example, by using a community loans service and by accessing funding for additional equipment. She is beginning to self-evaluate and recognises her strengths as being the care she offers to children. She knows her systems for promoting children's learning are still embedding in practice and she has purchased a digital camera that will support the development of children's learning journey records. She is in the process of having work done to her garden to provide a safer and more suitable area for outside play, although she has not given sufficient consideration, to addressing the difficulties she has, using her two level indoor space. The childminder's systems for quality assurance are limited and have resulted in breaches in requirements relating to record keeping.

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

The childminder delivers activities in a way that is relevant to each child's stage of development. This is because she knows each child well through her close relationships and her observations of what they can do. On a monthly basis she records her observations and matches what she sees to the relevant guidance materials. This helps her basically assess children's achievement. She uses what she has observed in her spontaneous interactions with children, to help them reach their next steps. However, as yet she relies heavily on her instincts for children's development and is not yet using her observations to plan systematically. As a result, she misses opportunities to ensure children make as much progress as they can in all areas of learning.

The childminder uses her lounge well to promote most areas of learning through play. They steadily develop basic skills they need for their future learning. Young children show an interest in mark-making from an early stage as they copy the actions of older children using pencils and paper at the drawing table. Free access to developmentally appropriate books means that children enjoy looking at and labelling pictures. They repeatedly take books to their childminder, sit on her knee and enjoy the time of close interaction. The childminder extends their vocabulary and thinking by asking questions and offering new words. She values their home languages and attempts to support this. Children also begin to show an interest in communication through sign, as they enjoy watching 'sing and sign DVD's' and follow the actions of their childminder who uses some 'Makaton' signs with them. Children freely access jigsaws and concentrate well showing perseverance, with support only when needed. The childminder is aware how to provide challenge for children so they continually develop. For example, she provides puzzles with increased difficulty once children can routinely complete others. She challenges

children though questioning, for example, asking children to find and match particular colours of bricks with which to build a tower.

Children feel safe in the childminder's care and they have a clear sense of belonging in her home. This is built from the very secure relationships they have developed and their free access to a suitable range of toys and equipment. They follow through their own ideas knowing what equipment is available for them and being able to get it independently. The childminder models the use of good manners and children are encouraged to behave positively. They receive clear and consistent messages about showing care and concern for each other and are encouraged to use their dollies to help reinforce these attitudes. Some activities and routines help children adopt some aspects of healthy lifestyles. The childminder holds a food safety award and provides nutritious meals and snacks. Children enjoy a range of chopped fruit and are eager to fill their individually coloured cup with cooled water from the dispenser in the fridge. At lunchtime they sit around at the kitchen table and benefit from the social mealtime occasion. However, they eat their fruit snacks whilst sitting on the rug in the lounge; this hinders arrangements for good hygiene and the development of social skills. Hygiene arrangements are adequate to prevent the spread of infection. Children confidently rub their hands using anti-bacterial gel provided by the childminder at key times. However, the childminder rarely takes them down to the bathroom to wash their hands. Consequently, children are not learning to adopt hand washing as part of their routines. The use of space sometimes hinders the childminder's organisation and her ability to respond to children's needs as quickly as she would like. For example, she quickly picks up on children's non-verbal cues of tiredness yet their pram used for sleeping is stored on the ground floor.

Children's access to fresh air and exercise is sufficient. The childminder takes children to several toddler groups each week where there is equipment to promote the development of their physical skills. On days not attending toddler group children have access to a small pathway around the house, on which they use 'sit and ride' and push-along toys. However, the small area limits opportunities for outdoor learning and for exploring and investigating the outside world.

## 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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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure all necessary measures are taken to minimise identified risks to children (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register. 04/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register. 04/11/2010