

## Inspection report for early years provision

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<b>Unique reference number</b>	403500
<b>Inspection date</b>	18/01/2011
<b>Inspector</b>	Denise Sixsmith
<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 2001. She lives with her husband, three adult children and two younger children aged six and 11 years in Aughton, near Ormskirk, Lancashire. The whole of the ground floor of the childminder's house including a toilet is used for childminding. There is a fully enclosed garden available for outside play. The family has a pet cat.

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

The childminder holds a recognised childcare qualification and is a member of the National Childminding Association. She is part of the local network group and takes the children to the local library, carer and toddler groups and the park.

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

Overall the quality of the provision is good.

Children are very happy and settled in the childminder's comfortable and family-orientated home, where good use is made of the available space to cater to the children's care and learning needs. She fully recognises the uniqueness of each of the children and makes sure she works closely with parents to provide good continuity of care and that individual needs are routinely met. The childminder is fully committed to continuous improvement and makes good use of training and advice to develop her provision, however, systems for monitoring the provision are not fully established.

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

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

- review the system for updating documentation to ensure that there is consistency in recording information when new documentation is introduced
- practise regular evacuation drills and record in a log book, including any problems encountered and how they were resolved
- improve organisation by developing the self-evaluation and quality improvement process through assessing what the setting offers against robust and challenging quality criteria.

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

Safeguarding is given priority to ensure children are safeguarded well. The childminder has a good knowledge of safeguarding issues, a written procedure is in place to support her understanding and all relevant contact details are easily accessible. She has attended recent training to keep her knowledge up to date. Comprehensive risk assessments have been carried out and are reviewed annually or more often if required. Potential hazards when on outings are also assessed to ensure that the childminder is able to minimise these and keep the children safe. The childminder provides a safe environment for children to play and explore in freely under good levels of supervision. A current first aid certificate is in place and a first aid box is maintained, to ensure that the childminder feels confident to deal with minor accidents should the need arise.

The childminder makes good use of her home to meet the individual needs of each child. The environment is child friendly, warm and welcoming, helping children to feel settled and giving them a sense of belonging. Her rooms and garden are spacious and well set out to provide children with room to explore and become engaged in their play. They have independent access to a wide range of resources and play provision to support their interests and stages of development. Resources are clearly labelled to support the children in their free choices. The childminder attends a variety of relevant training and makes good use of this to enhance her personal development and outcomes for children. A selection of policies and procedures are in place and shared with parents enabling them to make informed decisions about the service they use and level of care they can expect. Although the childminder has undertaken some assessments through the network she has not fully developed her own system to maximise the self-evaluation process. Required records are kept and some new forms have been introduced to ensure all children's information is up to date, however, not all children's details have been transferred to the updated forms. The childminder ensures she communicates and works with other settings that children attend to ensure continuity is maintained for children.

Positive systems are in place for communicating and sharing information with parents. This means that they are well informed about the children's individual care routines, learning needs and activities enjoyed. Parents are encouraged to share what they know about their child and the childminder uses this information when planning activities. Parents state that they value the family atmosphere and the kind, loving nature of the childminder. They feel that their children are safe and happy and receive lots of cuddles from their childminder.

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

Children are very happy, secure and settled. Younger children show increasing levels of independence and self-esteem as they are starting to confidently voice

their needs and what they want to do next, for example, when they want to play or sleep. They respond positively to the interesting range and good balance of activities provided for them by the childminder. Her positive interaction and approach means that they engage with and benefit from the activities and learning opportunities offered. The childminder makes good use of toddler groups and other community play areas for developing a range of different skills, including socialising with others. Children learn about the wider world through a good range of resources and activities. The childminder knows their capabilities and their likes and dislikes, and uses these to provide experiences which provide for their individual needs.

Planning and assessment systems have been effectively used to support individual children's good progress towards the early learning goals. Tentative initial observations are made when the child first starts and are linked to the Early Years Foundation Stage. Ongoing observations shows that the children are progressing and next steps are identified ensuring children's development needs are met well.

Children learn to look after the world through recycling and talk about issues, such as sweeping up the sand and planting seeds. There are a wide range of resources available for developing technological skills and the childminder supports children well as they learn the cause and effect of pressing particular buttons. They have lots of opportunities to be active and receive the benefits of fresh air. Local parks are a favourite and they also enjoy visits to the squirrel woods, the wild bird sanctuary and playing outside in the snow. Children learn to build dens and plant bulbs in the garden where they find insects while they dig and search for pirate treasure. They learn about capacity as they fill jugs and cups with water and carefully blow bubbles. All ages of children have many opportunities to explore textures as they produce patterns and marks in shaving foam and finger paint with thick yellow paint. Children enjoy stories with the childminder as well as older children telling younger ones their own story. They learn about the wider world through a good range of resources and activities. Young children receive good support and encouragement from the childminder as they explore the play dough. They learn to use a range of tools to cut, roll, shape and mould the dough. The childminder gives children lots of praise at their attempts and makes good use of language to introduce children to new and familiar words, which they repeat. She introduces numbers and counting into everyday activities. Children are supported very well to develop skills for the future.

Children learn to stay safe because the childminder ensures she talks to the children about crossing the road safely and staying close to enhance their safety when on outings. However, the evacuation drill is not practised, which means any problems with the plan are not highlighted and children's knowledge of what to do in an emergency is not fostered fully. Children learn about healthy eating because meals are home made from fresh ingredients and nutritious. Children are encouraged to try a variety of foods and have regular access to drinks, which means they remain refreshed and hydrated. Their health is protected because they play in clean premises and have individual bedding for sleeping. Children are learning the importance of good hygiene practices as they wash their hands and dry them on their hand towels. Children behave very well because the childminder

has a positive consistent approach to behaviour management.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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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