

## Inspection report for early years provision

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<b>Unique reference number</b>	307959
<b>Inspection date</b>	28/03/2011
<b>Inspector</b>	Carys Millican
<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 1992. She lives with her husband in Elswick close to Kirkham near Preston, Lancashire. The whole of the ground floor of the childminder's home is used for childminding. The children do not have access to the back garden, although the childminder takes the children for walks and accesses the local parks.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, no more than three of whom may be in the early years age range. There is currently one child on roll who is in the early years age group. The childminder walks to school to take and collect children. She has use of a car to transport children on outings and school runs. The childminder takes children to the local toddler drop in groups and soft play facilities in the surrounding district. The family have a pet dog.

The childminder is registered on the Early Years Register and 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.

The childminder provides a warm, welcoming, home-from-home environment, where children settle easily and parents are provided with a flexible and inclusive childminding service. Children's individual needs are suitably met by this experienced childminder, who has a satisfactory understanding of the Early Years Foundation Stage. She ensures that resources are easily accessible to meet children's individual needs, and activities meet children's interests, age and ability so that they make suitable progress in their development. Most of the required documents and procedures are maintained to ensure children's safety and well-being. However, two breaches within the specific legal requirements of the Early Years Foundation Stage are made. The childminder has made an initial start to the self-evaluation process and made some improvements to her practice since her last inspection to improve the outcomes for children in her care.

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

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

- keep a record of the risk assessment and review it regularly identifying aspects of the environment that need to be checked on a regular basis and ensure it clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (also applies to both parts of
- 11/04/2011

- the Childcare Register)
  - update children's records with the information about who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting children's welfare)
- 11/04/2011

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

- develop a system to verify the identity of visitors, to record their names, the purpose of the visit and the arrival and departure times
- devise a system for the recording of risk assessments for each type of outing
- obtain written permission from parents where children are to be picked up by another adult
- identify the next steps in children's learning to inform future planning, and encourage parents to contribute to their children's learning and development including suggestions to help them to support and extend children's learning at home.

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

Children are on the whole protected and safeguarded in this homely, warm and welcoming childminding environment. They feel safe and secure in the childminders company through the close supervision they experience during their regular routines of the day. The childminder's policies and procedures although not written are demonstrated through discussion and implemented in her everyday practice. She is aware of her responsibility to safeguard children and she has a suitable understanding of her role and responsibility in child protection matters. The childminder can clearly explain what she must do if she is concerned about the children in her care. Although children are never left unsupervised in the presence of un-vetted persons, the childminder has not developed a system to verify the identity of visitors, to record their names, the purpose of the visit and their arrival and departure times. Record keeping documents are available to detail any accident, incident or existing injury to children in her care. The childminder can clearly describe the fire evacuation procedures and she ensures children practice the plan regularly. The complaint procedure is discussed with parents and a log is available to record any complaints.

Children are kept safe and secure on the premises and on outings. The childminder makes sure appropriate safety equipment is in place to minimise the risk of accidents. She completes visual risk assessments in the room and records when these are completed in a diary. However, the record does not follow the specific legal requirements of the Early Years Foundation stage and therefore a breach has been made. Although a written risk assessment has not been completed for each type of outing, the childminder can explain how she keeps children safe on the numerous outings undertaken with the children. Children have freedom of movement within the home, therefore they benefit from the childminder using the available space effectively to meet their needs. She enables children to make

choices and decisions in their play by providing a selection of resources that are age appropriate, meet their interests and contribute to their development and learning.

Children are familiar with their daily routine and settle easily in this relaxed environment. The childminder engages with parents on arrival and collection times, where they verbally exchange information. Children benefit from her positive relationship established with parents and the flexible service she provides. Initial meetings with parents ensure that the business arrangements and the individual care requirements for each child are discussed to ensure continuity of care. However, information about who has legal contact or parent responsibility for the children is not gathered or recorded on children's personal details sheets. This is also a breach in the specific legal requirements of the Early Years Foundation Stage. The details of named persons allowed to collect children are also missing. The childminder knows the children well. She uses the information gathered from parents as a starting point in identifying children's interests, achievement and development. Observation and assessments of children's learning are shared with parents. However, parents do not add comments in these documents and they are not offered information about how they can continue to help with their children's learning at home. The childminder is aware of the importance of establishing links with other setting's children attend to ensure a balance of learning is taking place.

The childminder has made an initial start to the monitoring and review of her everyday practice. She has started to look at the self-evaluation process and make some notes on her strengths and areas to improve. She recognises the value of continuous improvement and implemented most of the previous recommendations made at her last inspection. For example, she has obtained more information from the local authority regarding the Local Safeguarding Children Board guidance. Parents are complementary of the care and service provided. They say the childminder is 'absolutely brilliant, caring and thoughtful' and that their children 'have progressed so much since starting'.

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

Children are relaxed and feel at home with this experienced childminder. They know their way around and are confident in their play. Children's social skills and physical development is promoted daily as they attend a number of toddler playgroups and soft play facilities with the childminder. They enjoy suitable opportunities to be physically active while visiting the local parks and playgrounds, and undertake numerous nature walks in the countryside and in the local villages. Children's access to such outdoor activities in the fresh air and sunlight contributes to their good health and helps promote their healthy lifestyle. Children are effectively nourished with healthy snacks and packed lunch meals. The childminder implements appropriate measures to ensure individual health and dietary needs are met. Children learn appropriate hygiene practices. They wash their hands before eating and dry their hands on their own special towel.

Children enjoy both child-initiated play and the opportunity to join in adult-led group activities at playgroup sessions and at home. The childminder has an adequate understanding of child development and how children learn best. She has made a start in making observational assessments with the children attending. The childminder can describe how much progress the children make and at what stage the children have reached. The next steps in children's learning is not highlighted in these documents or used to inform future planning which helps children to achieve their full potential.

Children demonstrate a sense of belonging and make some meaningful choices about how they spend their time when playing in the home. They can access sufficient resources which are appropriately set out to enable them to make choices and decisions in their play. Children's knowledge and understanding of world is supported through regular outings in to the community. They learn about difference and diversity by celebrating different festivals and access some resources that promote positive images. Children enjoy construction activities and create their own models using coloured interlocking shapes. The childminder interacts with the children as they play and extends learning, for example she helps children recognise colours and develop an understanding of number through counting experiences. Children enjoy look at books and sing nursery rhymes thus developing their communication, language and literacy skills. Their personal, emotional and social development is supported as they learn to share and take turns while socialising with other children at local drop in groups. Children enjoy creative activities and good use of imagination is supported in their play with small world toys. They begin to learn how to keep themselves safe through the positive instruction and explanation about what they can and cannot do indoors. Children learn how to cross the road safely and to hold hands when they are out walking along the country roads.

## 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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment)(also applies to the Voluntary part of the Childcare register) 11/04/2011
- maintain and make available for parents a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 11/04/2011
- maintain and make available for parents a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 11/04/2011

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 in the early years section of the report (Suitability and Safety of Premises and Equipment) 11/04/2011
- take action as specified in the compulsory Childcare Register section of the report (Arrangements for safeguarding children) 11/04/2011
- take action as specified in the compulsory Childcare Register section of the report (Procedures for dealing with complaints) 11/04/2011