

## Inspection report for early years provision

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<b>Unique reference number</b>	301616
<b>Inspection date</b>	31/03/2011
<b>Inspector</b>	Diane Ashplant

<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 1998. She lives with her older teenage son in the Lammack area of Blackburn. The whole ground floor of the childminder's house is used for childminding as well as the toilet upstairs. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for a total of eight children who attend on a part-time basis of whom five are in the early years age range. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from school and attends local early years groups. The childminder holds an appropriate early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in this welcoming home where their overall development is generally well supported. The childminder knows the children well and provides an inclusive environment which supports all. Most of the documentation for the safe and efficient management of the setting is in place. The childminder uses some systems to evaluate the effectiveness of her setting and shows a good commitment to continuous improvement through training. Partnership with parents is open and friendly and there are some links with others to promote outcomes for children.

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

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

- ensure information about who has legal contact with the child and who has parental responsibility for the child is gained in advance of a child being admitted to the provision(Safeguarding and promoting children's welfare). 22/04/2011

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

- further develop systems for supporting a regular two-way flow of information with other early years providers
- review the risk assessment in relation to action taken to protect children from risks posed by the fire.

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

Children are safeguarded as the childminder has a good understanding of her role and responsibilities to protect children from harm or neglect and how to pass on concerns appropriately. She has attended training in this area to update her knowledge and has a clear policy which she shares with parents. She is fully aware that all adults around children must either be fully supervised or appropriately checked and that Ofsted must be informed of any changes to residents in the household. She maintains a generally safe and secure household and conducts a risk assessment which she records, although this does not fully address action taken to protect children from the fireplace. Although she has other procedures to protect children's welfare such as safe collection she does not routinely take information about who has parental responsibility or legal contact prior to children starting at her setting. This is a breach of the welfare requirements. The childminder shows a good commitment to continuous improvement through attending various courses including her National Vocational Qualification Level 3 and 4 which she has completed since her last inspection. She regularly talks with parents to seek their views and has some systems in place to evaluate her setting including undertaking reflective practice as part of her childcare courses.

Children are content and happy in this setting where they are welcomed and where their individual needs and routines are well supported through liaison with parents. The childminder provides children with a range of resources both in and outside to support their play and learning and also attends different early years groups in the morning to offer them wider play and social opportunities. She has had no real experience of caring for children with more specific needs but shows a positive attitude to this and knows the importance of good links with parents and other professionals as appropriate.

Partnership with parents is open and very friendly so that they feel reassured in leaving their children with the childminder. She offers a flexible service to meet their needs and provides open contact through discussion, texts and phone calls. Information is shared with parents through the policy folder and on the notice board and the use of a daily diary ensures they are involved in their children's day. The childminder is part of a strong local network and has good links with the local children's centres which offer additional play experiences for children and support for the childminders. She takes children to other early groups in the locality and also visits other amenities. She has some links with other early years settings which children attend although these are not all yet fully developed to maximise the opportunities for children's learning and development.

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

Children are happy and content in this environment where they have warm relationships with the childminder and are able to access toys to support their play

and development along with guidance from the childminder. They are learning about safety through reminders about safe play and practice such as being encouraged to pick up resources in case they present a tripping hazard. Children are learning about the green cross code as they walk outside and take part in fire evacuation drills so they know what action to take in the event of a fire. Children are able to sleep, eat and rest according to their individual routines which are shared by parents and they are learning about healthy practices such as hand washing before eating. They are developing healthy eating practices as they are offered snacks like fresh fruit and encouraged to eat savoury items before sweet as they enjoy a social time around the table. They have regular walks and play outside in a well-resourced garden to promote their coordination and physical skills. Children are learning to play together as they are encouraged in sharing and taking turns and are beginning to develop independent skills such as taking shoes off. Resources and activities around different cultures help to develop their understanding of the wider world and daily trips into the community and attendance at places like the library and different early years groups further widen their experiences.

Children are able to select freely from the varied range of play items available and the childminder engages naturally with them to encourage their interest and uses effective questions and suggestions to widen their learning. Children have different equipment to support their problem solving such as puzzles and construction and the childminder is starting to bring numbers into the daily routine by simple counting tasks or points children to the large number puzzle mat on the floor. A range of small world figures and role play items, such as the play kitchen or the garage, encourage children to use their imagination. Early communication skills are supported through regular conversation such as at shared meal times and children's involvement in songs and nursery rhymes. They have different books to choose from and happily sit and listen to a story with the childminder. Creative play sessions take place both here and at the other groups and the childminder uses her outdoor area well to provide opportunities for sand and water play, water painting on the fence or chalking and drawing. Children have equipment like electronic and programmable toys to investigate and use a range of mark making tools like chalk, crayons, paints and the Spirograph to express themselves.

There is a focus on child-led play in which the childminder engages to extend and develop children's interest and abilities. The childminder gets to know children well and records her observations around photographs of them at play which are linked to the different areas of learning and show how children are making progress. These are then used to identify and plan for their next steps.

## 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	3
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

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