

## Inspection report for early years provision

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| <b>Unique reference number</b> | 502043          |
| <b>Inspection date</b>         | 09/05/2011      |
| <b>Inspector</b>               | Lesley Sharples |
| <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 has been registered since March 2001. She lives with her husband and their three sons aged 22, 12 and 9 years. The family home is in the Marton area of Blackpool and is close to a school, children's centre and park. The whole of the ground floor is used for childminding comprising of the playroom in the conservatory, kitchen, lounge and toilet facilities. There is an enclosed garden to the rear of the house. The family pets include a dog, cat and a tortoise.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Registration is for a total of six children at any one time. Currently, there are eight children attending, of whom five are within the Early Years Foundation Stage age range. The childminder also offers care for older children over five years. The childminder supports children for whom English is an additional language and those with special educational needs and/or disabilities. The childminder works each weekday and on occasional weekends throughout the year.

The childminder is qualified to National Vocational Qualification Level 3 in Children's Care Learning and Development. She is an accredited childminder delivering early education to two funded children. Membership of the National Childminding Association is retained. The childminder is in all three networks in Blackpool; Teen, Specialist and Accredited. Advice, support and training are gained from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and making good progress in their learning and development. They are valued and respected as individuals, which helps to give them a real sense of belonging. The childminder is fully committed to ensuring children's safety and welfare needs are fully met. Documentation underpins effective practice and records are well-maintained. Partnership with parents ensures information is regularly exchanged and engagement with other practitioners, who deliver the Early Years Foundation Stage, is developing. There is an extremely strong drive to build upon good practice in order to maintain continuous improvement, thereby, constantly enhancing outcomes for children.

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

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

- extend partnership working with parents by supporting learning within the home
- widen learning opportunities promoting problem solving, reasoning and numeracy to address gaps in children's learning.

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

The safeguarding of children is given high priority by the childminder who demonstrates her knowledge of possible indicators and the procedures to follow. Risk assessments are carried out regularly and are highly effective in identifying and addressing any possible hazards and risks to children, both on and off the premises. Detailed policies and procedures are in place and the childminder shares these with parents and carers, who can be wholly assured of the childminder's commitment to act in the best interests of the child at all times.

Partnership with parents is effective and based on daily written and verbal exchanges to keep up-to-date. The childminder gathers plenty of initial information in order to find out as much as she can about children and their home-life, so their individual needs can be addressed from these starting points. For example, asking about wider family relationships and children's likes and dislikes. The childminder shares written information about children's progress but does not support parents in extending their children's learning at home. Initial developments in engaging with other practitioners are in place for those children attending other settings. The childminder works with other professionals when required, such as writing reports for meetings, to ensure continuity of care.

The childminder undertakes self-evaluation of her practice in order to highlight areas of weakness and how improvements can be made. She has worked hard to reflect on her practice and has implemented the recommendation made at the last inspection. Most notably, is the number of workshops the childminder attends in order to continually develop her practice. Such rigour in this process brings about sustained improvement which has a positive impact on the children in her care. The childminder has recently become accredited in order to deliver early education to funded children and is also a specialist childminder, supporting children with special educational needs and/or disabilities.

The deployment of furniture, equipment and resources, both indoors and outdoors, reflects the time and attention the childminder gives to her work. Their suitability is conducive to children making progress and contributes to the vibrant learning environment. Children freely access a wealth of resources, some reflecting multi-cultural aspects and disability. Additionally, the childminder has reference cards of all resources so children can choose from this catalogue for themselves.

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

Children fully benefit from the childminder's knowledge, experience and effective practice in supporting progress in all six areas of learning. They are developing independence and choose what they would like to do, balanced with well-planned focussed activities by the childminder. Great care is taken in planning exciting and stimulating experiences designed to encourage each child to work towards their

full potential. This is an area the childminder has improved upon and illustrates the variety of activities to promote their all round development.

Children are sensitively and respectfully supported by the childminder as they develop knowledge of their world and build skills for the future. They go out on many trips, such as, the zoo and to music sessions, which widen their opportunities. Children are able to reinforce their learning by talking about the animals they have seen as they play with giraffes, elephants and lions, ably recognising each one. Children use a laptop and a computer to become familiar with technology and young children discover natural materials within a treasure basket. Many books promote a love of reading and listening to stories and children know which their favourite one is. Reference to letters and labelling of resources within the playroom, helps children's understanding that words have meaning. Children are also beginning to recognise their name in print as they self-register.

Children's learning journey's evidence the wide ranging experiences from which they effectively learn. The childminder implements her knowledge of the Early Years Foundation Stage well and undertakes observation, assessment and planning for next steps as required. She uses photographs to illustrate what children are doing and assesses their learning in order to identify how she can support their progress. Monitoring of these observations is undertaken which is good practice but gaps in developing skills in problem solving, reasoning and numeracy are not fully addressed. The childminder writes a quarterly review and gives a copy to parents to keep them informed of how their children are progressing.

Children feel safe as they know they can tell the childminder if they feel upset. They feel secure in her care and enjoy the routines of the day. Children are learning about healthy lifestyles as they tuck into a fruit platter for their morning snack. They have excellent facilities to support independence in self-care skills, including dental hygiene and the childminder follows hygienic routines to prevent cross-infection when changing nappies. Plenty of fresh air and exercise, alongside plenty of water to drink keeps children healthy. Children behave well together. The childminder is an effective role model, as she has a calm approach, praising and encouraging children which boost their self-esteem. This results in children who feel good about themselves, have a strong sense of belonging and feel valued for who they are.

## 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

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|--|---|
| <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                                     | 1 |

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

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|--|---|
| <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         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| 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 | 1 |
| 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

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|--|---|
| 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

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|--|---|
| <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                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| 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**

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| 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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