

## Inspection report for early years provision

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<b>Unique reference number</b>	EY423552
<b>Inspection date</b>	30/11/2011
<b>Inspector</b>	Ferroza Saiyed
<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 2011. She lives with her husband who is also a registered childminder and their two adult children, and two children aged eight and 12. They live in the Marton area of Blackpool. The local area offers a Children's Centre, library, parks and various groups. The local area offers a Children's Centre, library, parks and various groups. The family pets are two cats and a dog.

The whole of the ground floor of the childminder's home except for the lounge is used. Toilet facilities are located on the first floor. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register. Registration is for a total of six children aged under eight years when working alone. When working with another childminder she may care for six children under the age of eight of which no more than six maybe in the early years age range. There are currently three children on roll in the early years age range. The childminder intends to care for children weekdays from 7am to 5pm all year round. The childminder is to become a member of the National Childminding Association and the local childminding support group. 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 satisfactory.

The childminder provides a warm and welcoming environment for all children and their families. The childminder recognises the uniqueness of each child and supports their welfare appropriately because she has sufficient knowledge of their individual needs. She has begun to observe the children in her care; however, effective procedures for assessing children's development towards the early learning goals are in their infancy. Partnerships with parents are sufficient, though, they are not fully included in the learning and development of their child. The childminder has an awareness of areas for development, and has developed procedures to evaluate and monitor her practice.

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

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) 19/12/2011
- make sure information is requested about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and 19/12/2011

promoting children's welfare).

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

- increase involvement with parents in supporting their children's progress so that learning is linked and extended within the home and gather starting points
- develop further the equality of opportunity and anti-discriminatory practice by making use of the training made available by the local authority and other sources and provide resources that reflect diversity
- develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and using identified learning priorities to inform future planning.

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

Children's welfare is well safeguarded as the childminder has a clear understanding of her responsibilities in relation to child protection and to keeping children safe. She is confident in her knowledge and understanding of potential concerns and in her ability to respond by following the current in relation to referral and recording. Almost all policies and procedures required to promote the safe and effective management of the setting are in place; for example, health and safety, confidentiality and medication procedures. This helps to effectively safeguard children. Detailed risk assessments are in place for the premises, however, each type of outing does not have a risk assessment, which is a breach of the legal requirements. Opportunities for children to learn about safety are provided and she helps raise the children's awareness of keeping themselves safe, such as, why they need to tidy up and how to stay safe on the roads. The childminder shows a positive attitude towards attending relevant training to develop her practice, and is beginning to reflect on her practice and consider areas for improvement.

Comments from parents are complimentary to the childminder and praise her calm, caring and friendly manner in which she relates to the children. Parents are valued and informal daily discussions keep them informed of their child's well-being and activities in which they have been involved. However, detail about who has parental responsibility, have not been obtained from parents. This is legal requirement. The systems to find out about children's starting points in relation to their learning and development are not fully robust; which means that effective procedures to observe, assess and plan for each child are not in place. Parents are not actively involved in their child's learning, which means they cannot contribute to their child's learning and development.

Space is used very well as the childminder organises her premises so that children have the freedom to play indoors or outdoors as they choose. The children benefit from dedicated playrooms in the child-orientated home where colourful examples of their work, along with posters and photographs, help to promote their sense of

belonging and self-esteem. The childminder demonstrates an awareness regarding equality and diversity, and some resources are available, but this is limited to books. She is not sure how to promote this aspect in her practice.

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

Children are happy and settled with the childminder. She provides a friendly environment and is committed to providing children with a wide range of opportunities to have lots of fun and new experiences, through a variety of planned outings. The childminder has a basic understanding of the learning and development requirements of the Early Years Foundation Stage. However, she has not developed effective procedures to observe and assess the children's progress towards the early learning goals. This means that planning is not effectively based on children's individual needs. She does however, knows the children well and provides a wide range of activities. Children can independently access a range of age-appropriate toys and resources; these are at child level to enable them to effectively contribute to their own learning.

Children enjoy vocalising, as she initiates conversation and reinforces younger children attempts to speak. From a young age children understand that books have meaning, they sit on the childminder lap and look at the pictures and help to turn the pages. They point to the duck in the book saying 'quack quack'. Children enjoy exploring toys; they develop their fine motor skills as they push buttons on programmable toys and enjoy shaking musical instruments. Everyday activities are used to promote children's early counting skills, such as, counting the stairs as they come down. The childminder provides opportunity for children to sing and dance to well known nursery rhymes, they express their delight as they sing 'Twinkle twinkle' and do the actions. Children enjoy, craft activities, they explore the textures of the paint and play dough; they take pleasure form role play they pretend to be a doctor and bandage the childminder's thumb.

Children enjoy a variety of outdoor activities and this increases their confidence and develops social skills as they visit local groups to socialise with other children. They learn the importance of fresh air and exercise being good for their health and well-being. Children enjoy visiting the zoo and take pleasure in feeding the ducks. Children learn about making healthy choices and gain good social skills when eating together with the childminder as they talk about the food they are eating. Children's knowledge about personal safety is encouraged by gentle reminders to pick up the toys so they do not trip. Road safety activities enhance their understanding of staying safe. The childminder uses age-appropriate strategies to manage behaviour, such as distractions and explanations. Children are learning to share, take turns and be kind during their play. Their good behaviour is actively encouraged through the childminder being a positive role model. These measures successfully develop children's self-esteem and respect for others.

## 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:	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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