

## Inspection report for early years provision

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<b>Unique reference number</b>	310630
<b>Inspection date</b>	08/03/2012
<b>Inspector</b>	Rachel Deputy

<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 1997. She lives with her husband and their son aged 16 in the Birkdale area of Southport in Merseyside. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are two children on roll, who are within the Early Years Foundation Stage.

The whole of the ground floor, with the exception of the family lounge is used for childminding. An enclosed rear garden is available for outside play. The family has a pet dog. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and stimulating environment, where their individual needs are sufficiently supported. The childminder has a good knowledge of each child's backgrounds and needs. This means that she is able to support their learning. The childminder provides opportunities for children to explore the local area, which helps them to gain an understanding of their community. Most documentation to promote the safe and effective management of the setting is in place; however, specific legal requirements relating to first aid training are not met. The childminder evaluates her practice and recognises some areas for improvement.

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

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

- complete an appropriate paediatric first aid certificate (Suitable people). 30/03/2012

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

- records of any fire drills and include details of any problems encountered and how they were resolved
- provide a wide range of sensory experiences specifically to encourage babies to use their senses to explore
- promote the good health of children by teaching them to follow hygiene routines, such as washing hands before every meal.

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

Children are adequately safeguarded because child protection procedures are secure and all of the required checks are carried out. Adults living on the premises are appropriately vetted. The childminder knows what action to take in the event of a safeguarding issue. However, she does not hold a current first aid qualification. This is a breach of the welfare requirement, which may affect her ability to protect children's health in an emergency. Most policies and procedures required to promote the safe and effective management of the setting are in place, for example written risk assessments and control measures. The childminder carries out regular fire drills; however, she does not record any problems encountered and how they were resolved. This affects how effective the drills are in keeping children safe.

The environment is clean and welcoming. Resources that are available are good quality. However, resources that help children to explore using all their senses are not always available. This means that some key learning opportunities, particularly for babies, are missed. The childminder forms close working relationships with parents and carers. Useful information is obtained about each child, such as what children are interested in and how they can be motivated or comforted. This means that parents' wishes and children's individual needs can be consistently met. Relationships with other provisions and professionals involved with the children, such as the local primary school, are well established. For example, the childminder regularly takes copies of plans from the school. This ensures that her plans for the children support their welfare and learning and provide continuity.

Self-evaluation is based on appropriate levels of monitoring and analysis. Most of the actions taken are fit for purpose and there is some evidence of their beneficial impact on children's welfare and development. For example, the childminder identified planning as a priority for improvement and has introduced a system to plan for individual children's next steps for learning. However, occasionally, the action needed is not prioritised effectively.

The childminder provides good quality resources that reflect positive attitudes towards diversity, such as books about beliefs. This means that children's interest in and respect for different ways of life is promoted well. The childminder can offer sensitive support to children during activities based on their individual needs and stages of development because she knows them very well. She readily adapts activities to ensure that all children can take part in them. This means that children are included fully in the life of the setting.

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

The childminder has a sound understanding of the Early Years Foundation Stage and uses it well to support children in their learning. Children gain an

understanding of personal safety because the childminder supports them to take controlled risks, such as when using a climbing frame or scissors. They show they feel safe and secure in the environment as they interact positively with visitors and the childminder. They express themselves confidently because the childminder provides a good language model. For example, she repeats babies' first attempts at speech so that they confidently shout to gain her attention when they cannot reach a toy. Children gain an awareness of technology by using binoculars and learning to solve problems with resources such as jigsaws and shape-sorters. Children have opportunities to engage in a wide range of physical activities both inside and outside. The childminder makes good use of the local area to encourage children to become physically active outdoors. Children have daily opportunities to enjoy fresh air and explore the natural environment. For example, they visit the botanical gardens and a squirrel reserve. Children are beginning to show an awareness of good hygiene practices as they cover their mouths to cough without being prompted. However, some opportunities for children to adopt healthy lifestyles are missed. For example, children are not always encouraged to wash their hands before they eat.

Generally, there is a good balance of adult-led and child-initiated activities. The childminder encourages the children to become involved in their plans by asking them where they would like to visit and what they would like to do. The children enjoy books and use them independently or listen to stories. The childminder supports children's language and literacy skills well by giving lots of praise and encouragement when children contribute to storytelling. As a result, children are attentive during story times and contribute their ideas as they anticipate what is going to happen next. Children enjoy a range of craft activities to support their creative development. For example, children enjoy painting. A variety of planned trips and outings help children to learn about the world around them. For example, they go on visits to the supermarket to take items for recycling and to the local charity shops, and learn to show concern for other people.

## 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	2
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	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	3
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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	2
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

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