

## Inspection report for early years provision

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<b>Unique reference number</b>	EY429304
<b>Inspection date</b>	05/07/2012
<b>Inspector</b>	Lynne Naylor
<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 2011. She works from the home of another childminder who lives with her partner and child aged one year in Blackpool, Lancashire. Most of the ground floor and a first floor bathroom and toilet are used for childminding. There is an enclosed garden available for outside play. The childminder is able to take children to and collect them from local schools and pre-schools. There are no pets in this home.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending in the early years age group. The childminder also offers care to children over five to 11 years. When working with a co-childminder, they may care for care for a maximum of 11 children under eight years at any one time, of whom no more than five may be in the early years age range.

The childminder supports children with special educational needs and/or disabilities. The childminder holds an appropriate early years qualification at level 3 and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a home that is well organised to be inclusive, accessible and safe. The learning environment is thoughtfully organised to provide a wide range of resources, of which some promote respect for diversity. Records are generally well maintained and procedures shared with parents are informative. The childminder has an accurate understanding of her strengths and the capacity to build on the existing high standards of this joint childminding service. A good working relationship between all adults involved mean that children's needs are effectively met and they are increasingly well supported in their learning journey.

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

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

- update the record of the risk assessment to include anything with which a child may come into contact; in particular the garden renovations
- provide parents with regular opportunities to contribute to the assessment systems to build and plan next steps for children's learning
- introduce children to a range of cultures and beliefs of others through a wider variety of ways, for example through music, dance, food, stories and role play.

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

The childminder is fully aware of her responsibility to safeguard children as well as the procedures to follow should she have any concerns. She works very closely with her co-childminder to monitor the safety of children using the home and garden. Indoors and on outings, they use a suitable system to record their risk assessments, although the written record is not updated sufficiently following changes, such as during garden renovations. Strong policies and procedures are implemented consistently, with the childminder sharing responsibility for completing the required record keeping systems.

Opportunities for parents to contribute to their children's learning and development and planning and assessments, and to the setting's self-evaluation have been implemented. They are utilised and generally effective for some parents. The childminder works exceptionally well as part of a team and successfully evaluates her own performance in the development of the combined service. She and her colleague have joint plans for further improvement, for example to provide a covered area in the garden so that children can experience learning outdoors in any weather. The childminder ensures that children are fully included in the evaluation of the service by asking them about their views. This has led to the provision of a digging area in the garden and the inclusion of dens and a playhouse in the garden development plans.

The provision of permanently resourced play areas mean children can easily help themselves to high quality toys and books. Some books reflect difference and diversity and help children learn about the wider world. However, opportunities to promote positive images of gender, culture and disability are not fully extended to free play opportunities, such as role play, music and art. The childminder holds a recognised childcare qualification and uses her professional childcare experience to ensure that all children are well integrated. She has not had the opportunity to work in partnership with other providers delivering the Early Years Foundation Stage for a child or group of children. However, she clearly liaises well with other professionals and agencies to ensure each child receives high levels of support at an early stage. The childminder has a clear knowledge of the children's individual needs, including health and dietary requirements. She shares responsibility for planning and cooking healthy meals, such as Shepherd's Pie from fresh food bought by the co-childminder.

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

Children demonstrate a clear sense of security and belonging as they move freely around and confidently chat to each other, the childminders and visitors. Children's awareness of safety and health issues is promoted particularly well. For example, experiences such as planting and caring for cress and tomatoes and involvement in many food activities teach children about healthy food choices. Both childminders

and the children sit together to eat meals, which makes mealtimes pleasant, social occasions. Children develop good coordination as they climb on equipment at the park, exercise in soft play areas in a local hall and walk in the forest area. Children enjoy looking at a book thoughtfully made from photographs of themselves taking part in an evacuation. This reinforces their awareness of safe procedures. Children learn about people who help us keep safe when they meet a variety of people from the community, such as a fire officer, police officer and church ministers.

The childminder sometimes works individually with each child while her co-childminder supports the other children. This close working relationship is a strength of the setting and enables children to make good progress in their learning and development. Photographs and significant comments regarding each child's development evidence their good progress. Activities are initiated by the child and extended by the childminder, or specifically planned to take account of children's individual interests and help them take the next steps in their learning. Children acquire an understanding of their world as they enjoy a range of outings. At a local forest they search for bugs and squirrels, and in the park they talk about the changing seasons as they investigate new growth and feed the ducks. Children show curiosity and a desire to explore as they investigate a range of technological items. For example, they operate calculators and tape measures and look at pictures of themselves on a digital photo frame in their playhouse. Children explore light, colour and texture in the sensory area of the room.

Children acquire good skills for the future. They demonstrate polite, courteous behaviour and take responsibility for tasks promoting sharing and caring, such as brushing up spilt sand. Opportunities to develop their communication, language and literacy skills are particularly strong. They interact well with both childminders, which positively promotes their self-esteem and successfully extends their vocabulary. Children chat as they share experiences, for example as they are eating snack a child recounts making pizza from his favourite vegetables. Children help themselves to readily available crayons, pens and paper. Their emergent writing is valued in attractive displays of their work. Children chalk on the ground outside, use dry wipe pens on a permanent board indoors and make notes for a purpose in the role play area. Their mathematical skills develop well as they count and buy pretend foods with play money in their cafeteria. They also count as they play hopscotch in the garden. Children enjoy a range of creative activities, some of which relate to cultural and national events. For example, they make crowns and have a party for the Queen's Jubilee and paint coloured circles to represent the Olympic rings.

## 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	2
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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### 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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