

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY269230       |
| <b>Inspection date</b>         | 19/03/2012     |
| <b>Inspector</b>               | Sue Birkenhead |
| <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 2003. She lives with her husband and one daughter aged 14. The family live in the Parr area of St Helen's close to local facilities, schools and transport links. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play. The family have a dog.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years at any one time of whom three may be in the early years age group. She is currently minding two children in the early years age group. Children are cared for on a part-time basis. 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 good.

The childminder has a secure understanding of the welfare requirements. As a result, children are happy and secure in the warm, welcoming inclusive environment. In the main, she uses her positive understanding of the learning and development requirements to support the children's good progress towards the early learning goals. Consequently, children become active learners and have fun. Generally, good relationships develop with parents and other settings children attend to complement their learning and care. The childminder demonstrates a sound commitment to continuous improvement and appropriate procedures for reflecting on her practice include the Ofsted self-evaluation form.

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

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

- improve procedures for sharing information with parents to obtain their consent to outings and details regarding children's developmental starting points on entry to the setting
- develop systems to allow parents to regularly contribute to their child's learning record
- develop further the use of self-evaluation to reflect more clearly the areas for future development taking into account parents views.

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

The childminder gives high priority to the safeguarding of children in her care and has a secure understanding of the signs of abuse and the procedures for reporting

concerns. She regularly updates her training in this area and shares her written policy with parents. In addition, the completion of written risk assessments and her vigilant approach to children's safety means risks are effectively minimised. The childminder is generally well organised in her approach to maintaining records following the recommendation raised at the last inspection. Her sound approach to continuous development is supported by the additional training she attends and addressing the recommendations following the last inspection, which included completing a paediatric first aid course. In addition, the Ofsted form for self-evaluation appropriately reflects on her practices, although, brief reference is made to her plans for future development.

Positive partnerships develop with parents. They exchange relevant information initially to ensure children's needs are consistently met, using the children's records and the 'all about me' document. However, children's developmental starting points on entry to the setting and consent to outings are not incorporated. Parents receive a copy of the many written policies which they sign against making them aware of the childminder's effective practice. She shares information about their children's day, observations and well-being verbally on collection. Children's observation records and planning is shared with their parents, however, a procedure for them to regularly contribute to their continuous learning and development record has not been incorporated. Parents provide a written reference for the inspection and are issued questionnaires periodically comments made reflect how happy their children are to attend. They describe the setting as a 'loving, caring, safe environment, where children are always happy and take part in wide range of activities' and comment on the positive progress their children make. The childminder establishes effective links with other settings children attend to ensure a complementary approach to the delivery of the Early Years Foundation Stage.

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

The children are happy, secure and have lots of fun in their learning as a result of the childminder's positive interactions and the positive approach to promoting their sense of belonging. The setting is made welcoming to children through the effective displays of their art work, photographs and the positive deployment of resources. Consequently, children select play materials of their choice, which supports the development of their independence and encourages active learning. The well-documented long, medium and short term planning incorporates all areas of learning and reflects themes and times of the year they recognise. The weekly plans are linked to the areas of learning and individual children. Consequently, a good balance of adult-led and child-initiated opportunities are provided. The childminder regularly consults children about what they would like to do providing some spontaneity in their learning. She completes regular and purposeful observations, which are linked to the areas of learning and photographic evidence. She uses them to plan for their next steps in learning and monitor the positive progress they make towards the early learning goals.

The children take part in many worthwhile learning experiences, which contribute

to the development of their future skills. They begin to develop their self-help skills as they demonstrate how competent they are at changing their shoes when going out to play. Their interest in books is positively encouraged as they can freely select books of their choice and visit the local library. Children develop their understanding of numbers as they sort and match the spots on the dominoes, delighted as they match some accurately and count to four as they set out the mats on the floor with limited support. They learn to compare colour and patterns when completing puzzles with some guidance from the childminder. Children recognise their achievements as they say 'wow look at that' as they match pieces correctly. They develop an understanding of shape as they create 'circles' using the icing sugar when decorating the cakes.

Children begin to make marks using the wipe clean board, crayons and finger paints from a young age and older children learn how to write their name to label their art work. Children effectively use their imagination in various ways. For example, they dress up, access the role play to make some soup and use the toolkit to take on the role of 'Bob the Builder' and fix the childminder's door. They develop an understanding of technology as they explore the interactive toys, such as the computerised games impressively. Children learn to express themselves creatively through the many activities provided, which include exploring different media, such as play dough, paint and colourful collage materials during messy play. Children learn about the natural world as they collect items during their walks and create a collage to display. Opportunities for children to learn about the wider world include the celebration of festivals throughout the year and the range of resources which promote positive images of diversity. They plan to take part in community events such as the Easter Bonnet Parade.

Children regularly engage in outdoor play and trips to the park to extend and further challenge their physical skills. Children receive a varied, healthy and balanced diet and learn about healthy eating. For example, they chart the foods they eat and snuggle up with the childminder to look at the healthy food templates as part of the 'Change 4 life' activities. Parents contribute to the meal provision by providing packed lunches, which are stored according to the food safety regulations. The provision of individual drinking beakers ensures children remain refreshed and hydrated throughout their day. The children learn to stay safe because they regularly practise emergency evacuations which are documented. They wear bracelets which reflect the childminder's contact during walks to keep them safe. Children behave very well as a result of the childminder's positive approach to managing behaviour, which include regular praise in recognition of their achievements. The childminder provides a hygienic environment for children and within the daily routine they regularly wash their hands. Children are issued with a 'personal care bag', which contains individual towels, flannels and tooth brush to support their understanding of personal health and hygiene.

## 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                                     | 3 |

### 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         | 3 |
| 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

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### 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                           | 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