

Inspection report for early years provision

Unique reference number	313001
Inspection date	17/11/2008
Inspector	Michele Anne Villiers
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1992. She lives with her adult daughter in Huyton, in Merseyside. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time under the Early Years Register and compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently a total of six children on roll aged from one year to six years. Of these, four are in the early years age range. The childminder walks or transports children in a car to local schools and toddler groups.

Overall effectiveness of the early years provision

The childminder has a good understanding of each child's background and needs and works closely with parents. She provides an inclusive environment and promotes the children's welfare in a safe and secure home. Children make good progress in their learning and development and the childminder has started to introduce systems to monitor their progress, based on observation. She demonstrates a keen commitment to her ongoing professional development and recognises that self-evaluation is an area for improvement in order to identify her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop and use the information from observations and assessments, linked to the children's starting points, to identify learning priorities and plan relevant and motivating learning experiences for each child
- continue to develop systems of self evaluation in order to identify strengths and weaknesses and address areas for improvement.

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

- carry out a full risk assessment for each type of outing and review before embarking on each specific outing (Safeguarding and promoting children's welfare). (Also applies to both parts of the Childcare Register).

01/12/2008

The leadership and management of the early years provision

The childminder is well organised and all documentation is in place, plus additional statements on her policies and procedures to share with parents. All adults in the household have been suitably checked and health and safety procedures are followed in order to help safeguard children. The childminder has attended training workshops to keep up-to-date on child protection issues and understands the procedure to follow should she have a concern about a child. Written risk assessments clearly identify aspects of the environment and the safety requirements within the home that need to be regularly checked. However, the childminder has not devised a risk assessment system for each type of outing in order to review, check and update prior to embarking on the outing in line with legislation.

Positive steps are taken to help prevent the spread of infection and children learn about personal hygiene through daily routines, such as hand washing. A balanced diet of suitably nutritious food is provided to promote the children's growth and development. Children play in a welcoming, family home where their growing independence is encouraged, with the provision of child-size furniture and accessible toys. The childminder works closely with parents and provides an inclusive environment so that the learning and development and welfare needs of all children are met. Information is shared through daily discussion and parents of babies take home written daily diaries. Parents make positive comments about the good progress their children make due to care and attention received from the childminder. The childminder has a secure knowledge of her strengths and areas for improvement, but the procedure to self-evaluate, taking into account the views of parents is an area for improvement. Recommendations from the previous inspection have been met and the childminder has purchased several multi-cultural toys and resources that reflect positive images to help children become more aware of the diversity.

The quality and standards of the early years provision

Children make good progress towards the early learning goals because the childminder provides interesting and challenging play opportunities. She uses good questioning to motivate their play and skilfully intervenes when children require assistance, but allows them time to independently pursue tasks. Children confidently explore their environment and develop a strong sense of belonging. Babies receive affectionate attention, helping them feel secure and all children are included during play. For example, the childminder chooses suitable books for babies whilst reading to older children and includes all children during construction games, building with large interconnecting blocks.

The childminder provides a good balance of adult-directed and child-initiated play, plus visits to playgroups and trips to places of interest such as the library, park and the museum. The childminder has started to implement systems for recording and monitoring the children's progress through 'learning stories' and linking their activities to the areas of learning. However, the information is not yet being used

effectively to inform future plans and identifying the children's starting points. Children form very close relationships, learning to share and have respect for others. They develop good communication skills and show a particular interest in books and drawing, using chalks and crayons, helping to build the foundations of their literacy and creative skills.

During play children learn about number, counting how many cups and bowls they have and they explore shape and pattern when completing simple puzzles. Babies and young children enjoy interactive toys that create visual and sound effects. Several toys and resources are provided to help children become aware of diversity, such as different ethnic dolls, a mobility bus with play people with walking aids, books and puzzles reflecting positive images. Children also celebrate different festivals to further enhance their awareness of other cultures, and enjoy tasting Indian food for Diwali, and making chocolate coin bags for Chinese New Year.

In the garden children access a climbing frame, slide and some wheeled toys to promote their balance, coordination and strength. Indoors they develop very good manipulative skills, learning to fasten buttons, zips, poppers and tie shoe laces on wooden templates. The children's imagination is fostered particularly well. They have fun playing in a tent that represents a cave, creating role-play stories using toys and hand puppets, and enjoy baking at the toy cooker, dressing in an apron and setting the table. Children learn about keeping themselves safe, such as road safety on outings and practise the fire evacuation procedure with the childminder. They also enjoy dressing up as fire fighters, police and hospital staff, raising their awareness of people who help us.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 01/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 01/12/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.