

Inspection report for early years provision

Unique reference number	313019
Inspection date	16/12/2008
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 1993. She lives with her two children aged 12 and 15 years in Prescot, Merseyside. The whole ground floor of the childminder's house is used for childminding. 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 11 children on roll aged from nine months to 10 years, of these, six are in the early years age range. The childminder walks children to local schools and toddler groups. She is a member of the National Childminding Association and holds a qualification in childcare.

Overall effectiveness of the early years provision

The childminder provides a stimulating environment where children may access a wide range of toys and resources in a welcoming family home. All children are valued and included, they make steady progress in their areas of development. Most health and safety procedures are in place, although risk assessment does not clearly identify all outings and possible hazards. The childminder demonstrates a commitment to maintaining continuous improvement and has started to use self-evaluation to monitor her provision, identifying strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- record risk assessment for each outing and review before embarking on each specific outing
- 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 learning experiences for each child
- continue to develop self-evaluation in order to identify strengths and areas for improvement.

The leadership and management of the early years provision

The childminder organises her documentation well and has many written policies and procedures to share with parents. Since the last inspection she has attended workshops on equal opportunities and play for preschool children, and has also kept up to date with first aid, food hygiene and safeguarding children. She has started to monitor her provision by using Ofsted's self-evaluation form and recognises that this is an area for improvement and has not yet incorporated the parent's views and ideas. Recommendations from the previous inspection have

been met, the childminder has purchased more toys and resources reflecting diversity, made safe the front living room and introduced healthier foods into the children's diet.

Inclusive practice is promoted and all children access all activities. Child-size furniture enables children to sit together, and effective links with parents help to identify the children's individual requirements. The childminder also organises home visits in order to become familiar with the children's own environment. Parents speak very positively about the care provided and the close relationships they and their children have with the childminder. The childminder has recently introduced parental questionnaires in order to ascertain their views, although these are not linked to the self-evaluation.

Appropriate steps are taken to help safeguard children and promote their health and well-being. The home is suitable organised and children have their own eating utensils, crockery, toothbrushes and flannels, helping to minimise the risk of cross infection. Sufficient space is provided for children to play and safety aspects are in place within the home. Risk assessments are conducted to identify any hazards and outings are assessed and evaluated to ensure they are appropriate for the children. However, there is not a recorded risk assessment for individual outings. The childminder has a good awareness of child protection issues. She has a written policy, flow chart and contact numbers should she have any concerns about a child.

The quality and standards of the early years provision

Children benefit from very good adult support and activities are interesting, challenging and stimulating. The childminder uses planning to provide a wide range of adult-directed and child-initiated play, based on the children's interests. Children confidently explore their environment and display their artwork, helping them to develop a sense of belonging. They enjoy attending local playgroups and visiting places of interest to support and extend their learning experiences. For example, after focused activities on 'Nemo' the fish, children visit the Blue Planet Aquarium where they experience the world of sharks and fish through underwater viewing tunnels.

The childminder joins in the children's play and uses good questioning to foster their communication skills. They enjoy looking at books and singing songs, and have many opportunities to practise their emerging writing skills. Children demonstrate good concentration as they sit together for activities. During art and craft they explore different colours and textured materials, and use their imagination well to create collage pictures. Throughout play children learn about number. They count how many grapes they have at snack time, and the number of items they are playing with, they explore shape and pattern when completing puzzles. Several toys and resources are provided to help children become aware of diversity, they celebrate festivals to further enhance their awareness of other cultures and the world in which they live.

Children develop very good manipulative skills, and they play games to promote

their balance and coordination. For example, they play a 'Twister' game, placing their hands and feet on different coloured circles on the floor, bending and moving their bodies with control. The childminder has started to implement systems for recording and monitoring the children's progress, linked to the areas of learning and recognises that this is an area for improvement. Daily journals on the children's achievements are provided for parents, along with photograph albums, enabling parents to be well informed about their child's learning programme and development. The childminder has forged good links with other provisions that children in the early years attend in order to share information and provide good continuity of care. She is knowledgeable about the children's individual needs and children make good progress towards the early learning goals.

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?	3
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?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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:	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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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.