

Inspection report for early years provision

Unique reference number	315383
Inspection date	16/10/2008
Inspector	Wendy Brooks
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 1995. She lives with her husband and two adult children in Rainhill. The childminder is registered to care for a maximum of six children under eight years.

Minded children have the use of a designated playroom, utility area for messy play and ground floor toilet facilities. There is an enclosed garden at the rear of the property for outdoor play.

The childminder walks children to and from local schools and playgroups. She is a member of the local childminding network.

Overall effectiveness of the early years provision

Children's individual needs are considered and well promoted by the childminder to ensure that every child has equal access to a wide variety of interesting and age appropriate activities. Children are secure and comfortable in the setting and develop close relationships with the childminder and other children who attend. Effective organisation and well maintained paperwork ensures that children's welfare is promoted and children are kept safe from harm. The childminder is aware of areas for development and has a positive approach to improving further the provision for minded children.

What steps need to be taken to improve provision further?

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

- further develop systems of observation and assessment of children's progress and use them to inform future planning to fully promote children's development across all six areas of learning within the Early Years Foundation Stage
- develop systems of self evaluation which lead to continuous improvement within the provision to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs

The leadership and management of the early years provision

The childminder ensures that children's welfare is promoted at all times and has taken steps to protect children from harm both on and off the premises. The childminder has a secure understanding of the procedure to follow should there be any concerns regarding a child's welfare and a written policy is shared with parents. Detailed written risk assessments are in place and are updated on a regular basis. All required documentation and records are accurately maintained. This is an area of strength which the childminder has developed well. The

childminder has identified areas for further development within her provision, for example, she hopes to enhance her knowledge of the Early Years Foundation Stage through further training to ensure the activities offered to children meet their individual needs. However, there is no formal method of self evaluation in place at present to reflect on improvement within the setting. At the last inspection, three recommendations were made which the childminder has taken steps to meet. Effective partnerships with parents and carers contribute to the needs of the children being met. When children first attend the childminder's home, parents are provided with detailed information regarding the childminder's policies, procedures and routines. Parents are kept up to date through regular verbal discussions and the childminder works in partnership with parents and carers to ensure that children's development needs are addressed and will liaise with other agencies to provide the support required for individual children.

The quality and standards of the early years provision

Children are provided with a wide variety of age appropriate and interesting activities during their time with the childminder. Most resources are stored in labelled boxes at low level so young children are able to independently select what to play with. This enables them to develop their confidence and self-esteem. Children enjoy piecing a jigsaw puzzle together and playing a game to recognise letter names and sounds with the childminder, before playing independently with a toy till and money. The childminder encourages children to make choices about their play in addition to providing planned, guided activities. For example, children take part in baking cakes, building an indoor 'tent' and washing the car with support from the childminder. Babies and younger children enjoy exploring textures and sounds through various materials and resources provided. The childminder has begun to carry out observations and assessments of the children's development and is starting to use these to identify the next steps in children's learning. However, activities to enable children to make these next steps are not clearly identified. To date, the systems for observation and assessment are not consistent for all children across each of the areas of learning. Children develop an understanding of keeping themselves safe and healthy through daily routines, for example, older children independently wash their hands after using the toilet and before eating with gentle reminders from the childminder. The areas used by minded children are well maintained and steps have been taken to minimize any hazards. Children are involved in regular fire drills and the childminder ensures that all children who attend have the opportunity to develop an understanding of keeping themselves safe. Children begin to develop an awareness of the wider world through activities which celebrate various cultural festivals, to include Chinese New Year, Christmas and Easter. Some resources are provided which reflect positive images of diversity, although these are not always freely accessible for children to use as part of their daily play. Children are included in visits within the local environment and begin to develop the social skills required to become part of the wider community by attending playgroups, visiting the library and local shops.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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
---	-----

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

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 reported 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.