

## Inspection report for early years provision

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<b>Unique reference number</b>	322334
<b>Inspection date</b>	23/02/2009
<b>Inspector</b>	Jean Evelyn Thomas
<b>Type of setting</b>	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 two children aged over 16 years in Mossley Hill, Liverpool. The whole of the ground floor is used for childminding and there is an enclosed outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children under five years. She offers care to children aged five years to 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare register. The childminder takes and collects children from the local school and attends the local toddler group. The Childminder is a member of the National Childminding Association, and there is a no-smoking policy at the setting.

## Overall effectiveness of the early years provision

The overall effectiveness of the childminding setting is satisfactory. The childminder supports children's care and development by providing them with a varied range of activities and resources, both indoors and outdoors, within an inclusive setting. The planning and assessment of children's individual progress as part of the learning and development requirements at the early stages of implementation. This is recognised as an area requiring improvement by the childminder. The childminder demonstrates her capacity to improve by continuing to attend training and is beginning to evaluate her service to improve outcomes for children. However, the childminder has not identified gaps in meeting all the requirements of the regulations. Positive partnerships are developed with parents to promote continuity of care.

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

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

- improve the systems to observe and assess children to plan for their individual next steps in learning and development and involve parents in this process
- ensure planning is linked to the content of the Learning and Development framework to effectively support children's progress towards the Early Learning Goals

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

- ensure the required documented information is in place for all minded children and records are easily accessible and available for inspection  
(Documentation) 18/03/2009
- ensure Ofsted is notified of any changes of persons aged 16 years or older living on the premises.(Suitable 18/03/2009

people)

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

The childminder is a qualified child care practitioner and an experienced childminder. She is committed to undertaking ongoing training for her personal development and to enhance the quality of the service she provides. The childminder has attended training on the Early Years Foundation Stage (EYFS) and is at the very early stages of introducing systems to support the implementation of the EYFS. The childminder has identified that she requires more guidance and training to effectively put the framework into practice.

The childminder makes ongoing improvements to her service. The recommendations raised at the last inspection have been addressed. Children's health is further promoted by the childminder reviewing the children's diet provision and ensuring they learn about the importance of personal hygiene through following hand washing routines at appropriate times using anti-bacterial lotion or disposable towels. Children can not enter the kitchen area to ensure their safety and remain on the ground floor level as the condition of registration specifies. Parents are informed of any accidents as required. The childminder values her involvement with the local childminder's group to help to keep herself informed about current childcare practice and as a means of evaluating her service. Her involvement with this group gives her opportunity to use the toy library lending facilities to offer children a more varied and stimulating range of play materials. The childminder values outdoor play, a wide range of play materials are freely accessible to the children whilst playing outdoors. Inside children move between the lounge and large hall way as their play ideas develop. The organisation of the indoor and outdoor areas has a positive impact of children's learning and development.

The childminder has systems in place to work in partnership with parents. When children start she obtains information to help her meet their welfare needs. She discusses with parents the events of their child's day including the activities they have been involved in and what they have eaten. The childminder's comprehensive manual is set out at all times in the hall for parents to refer to. This provides information about the service including certificates of training undertaken, the written policies and procedures and sample menu's. The written complaints procedure identifies that any complaints or concerns will be dealt with appropriately.

The childminder's safeguarding policy clearly demonstrates her awareness of the procedures to follow to protect children from harm and to make parents aware of her responsibilities. Risk assessments are in place to identify and resolve hazards so that children enjoy a safe and secure premises both indoors and on local outings. Most of the required records are maintained as required. However the required recorded children's information is not in place for all children and not all recently completed records are available for inspection for children who continue to

be in her care. The childminder has not informed Ofsted about changes to person's living on the premises as required. These are breaches in the legal requirements.

## **The quality and standards of the early years provision**

The childminder has satisfactory knowledge of the Early Years Foundation Stage framework. She is at the early stages of introducing systems to observe, assess and to plan for individual children's next steps in learning and development to ensure that children progress well towards all the early learning goals. The current systems for planning is not securely linked to the content of the Learning and Development framework and parents are not involved in the observation, planning and assessment cycle. The childminder uses her childcare practice knowledge to offer children a varied range of age appropriate play opportunities and experiences to cover the six areas of learning. The childminder plans activities and makes resources available to support children's interests. There are role play resources, books and puzzles that reflect the diversity of society. The childminder uses these resources, planned activities and discussion to help children understand, respect and value those who are different to themselves.

The childminder involves herself in the children's play to extend their learning. For example when playing with the small world play resources in the garden the childminder suggests they build a climbing frame for the play people from construction pieces. The childminder encourages children to look at the shape, colours and number of sides of the frame they climb to help design their own model. The childminders use of mathematical language in her ongoing conversation supports children's understanding of number, colour, size and shape. The childminder encourages children to use problem solving skills, such as when constructing the model climbing frame and as the younger children explore an interactive toy. The childminder respects the children's decision to change the direction of their play understanding that little is to be gained from their continued involvement if they are no longer interested. In this relaxed atmosphere children pursue activities at their own pace to practice skills, consolidate their learning and increase their levels of concentration which has a significant impact on the development of their future economic well being. The younger children show developing levels of concentration as they takes resources out of the small world storage box and begin to arrange them in order of size. The childminder talks to children and asks questions to promote their language development. She also uses some signing language to support the early communication skills. The children show interest in books which are accessible at all times. They select books and look at them with their dolls in play, acting out their life experiences. The childminder's discussion with the children about the book leads to a spontaneous activity of feeding the birds and using a reference book to identify the birds they have seen in the garden and at the park.

Before playing outside the childminder involves the children in the decision making of what type of suitable clothing they need to wear. Outside they listen to the birds singing and the childminder encourages them to notice the differences in sound this further contributes to children's communication and literacy skills. The children are involved with the care of the pet rabbits which helps nurture a compassion

towards living creatures. After feeding the rabbits and before snack the children follow the familiar routine of using antibacterial lotion to cleanse their hands to help prevent the spread of infection. The children enjoy a snack of mixed fresh and dried fruits. The childminder is aware of children's dietary preferences and they are given their preferred choices of foods. The childminder organises snack outside and positions the low level feeding chair and other chairs together to ensure all children and herself are included in the social occasion. The childminder provides children with a varied diet and introduces new foods as part of her promotion of a healthy life style. Children learn to look after themselves as they are familiar with the safety routines such as road safety and practising the evacuation procedure. The childminder uses age appropriate strategies to manage children's behaviour. She gives praise and acknowledges what they do. Outings to local toddler groups introduce children to social play alongside other children.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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.