

Inspection report for early years provision

Unique reference number	403559
Inspection date	23/10/2008
Inspector	Jean Evelyn Thomas
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 registered in 2000. He lives with his partner, who is registered as a childminder, and their two children aged over 16 years of whom one is registered as an assistant. They live in a suburb of Liverpool. The childminding service operates from mainly the ground floor of the home. The toilet facilities are on the first floor. There is a fully enclosed outdoor play area.

When working alone, the childminder is registered to care for six children at any one time on the Early Years Register and the compulsory part of the Childcare Register. When working with another childminder or an assistant he may care for a maximum of eight children. The childminder is also registered on the voluntary part of the Childcare Register to care for older children. Currently there are nine children on roll under eight years. There are no children currently attending who have learning difficulties or disabilities or who speak English as an additional language.

Overall effectiveness of the early years provision

Children are very happy, motivated and interested within the welcoming and inclusive setting. Positive relationships are evident between the children and the childminder, who ensures children's needs are well met. He provides a good range of enjoyable activities which children engage in, enabling them to make good progress in their learning and development. Good links with parents have been developed to promote continuity in children's learning. Effective policies and procedures ensure that children are kept safe at the setting and their welfare requirements are met well. Children benefit from the childminder's ongoing training to further develop her childcare knowledge. Systems are in place to evaluate the service and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop systems to gather information from parents regarding children's starting points to build on what they already know and can do
- obtain written permission from parents to seek emergency medical advice or treatment for children's well-being.

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

- complete a written risk assessment on places visited outside the setting for children's safety (documentation).

15/12/2008

The leadership and management of the early years provision

The childminder has reflected on his practice and has implemented children's individual development files in relation to the Early Years Foundation Stage framework. Flexible planning allows for both adult and child led activities which contribute well to children's learning and development. The childminder places strong emphasis on following children's interests. The childminder has good links with the local nursery school and shares relevant information with them to further extend children's learning. The childminder is committed to his own self development through regular training, including the Early Year Foundation Stage. Learning from the training is implemented in practice to create a stimulating and enabling environment for the children. For example, for one week following training, he and his co-childminder created a black and white playroom to challenge children's thinking and bring a different dimension to their learning. The childminder works effectively with the other childminder and an assistant. They share roles and work very well together to offer children stimulating and challenging activities.

The childminder is committed to ensuring that the service is fully inclusive and makes parents and children feel welcome. He works well in partnership with parents to meet children's individual needs. A wealth of information is available to parents about the service, including the childminder's own policies and procedures. When children start, parents share relevant information with regard to their children, such as routines, likes and dislikes. However, the childminder is not establishing the children's starting points regarding their learning and development to build on what they already know and can do. Good communication links are in place both verbally and through sharing recorded information, such as their child's development profile. Parents have opportunity to be involved in their child's observation and assessment process.

The childminder clearly understands his role in safeguarding children and is fully aware of the procedures to follow should a concern arise. The supervision of the children is regarded as high priority for their safety. This is further enhanced through the completion of a daily written risk assessment of the setting. However, written risk assessments have not been produced for outings.

The quality and standards of the early years provision

The childminder has a good understanding of the Early Years Foundation Stage and children make good progress in all areas of learning. There are systems in place to observe and assess, to monitor children's progress towards the early learning goals. Children thoroughly enjoy their time at the setting and are interested and motivated to learn. For example, they interact well with one another and make confident choices from the very well organised resources available to them. Children are extremely happy and encourage one another as they dance along with the interactive toy they share. Children are well behaved and the childminder has a calm manner, which promotes a relaxed, positive and friendly environment for all children.

The childminder promotes children's linguistic skills by providing many opportunities for them to explore language through songs, stories and activities. He dedicates time to playing with the children and talking with them. They sit at floor level as they share a book together and imaginative play develops. Using a variety of resources the children create a shoe shop. The childminder introduces basic concepts of number and calculation and they try on pretend shoes to see if they fit and buy the goods. The childminder demonstrates skills in making basic activities exciting to stimulate children's interest. The children are curious, they ask questions and want to find out more which forms a secure basis for their future economic well-being.

Outdoor play is given a high priority and organisation of the conservatory enables children to move freely between indoor and outdoor play. The childminder maximises children's outdoor learning opportunities, for example, the children play outside to make patterns in the frost. The childminder fully understands that a single activity has many learning values and aims to promote these. Children learn through play about the differing needs of people not only in the local community but also in the wider world. There is a range of resources accessible to the children to use in play to help develop their understanding about people who are different to themselves.

Children's health and well-being are well promoted through implementing procedures, such as record keeping and maintaining a clean provision. However, written permission has not been obtained from parents to seek emergency medical advice or treatment. The childminder takes full account of children's dietary needs and provides them with nutritious meals which include fresh vegetables, fruit and regular drinks. Children learn to look after themselves and respond to potential risks and hazards. For example, emergency evacuation procedures are practised regularly and road safety procedures are followed at all times.

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.	2

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?	2
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:	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.