

Inspection report for early years provision

Unique reference number	EY229455
Inspection date	28/11/2008
Inspector	Lynne Naylor
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 2002. She lives with her husband and son aged 14 years in two linked semi-detached houses in Southport. The whole of the ground floor on the left side of the property is used for childminding. Access to the front and the rear of the premises is up one step. There is a rear garden available for outdoor play.

The childminder works with another registered childminder and also at times with an assistant. The childminder is registered to care for a maximum of six children at any one time. There are currently six children attending who are within the Early Years Foundation Stage (EYFS). The childminder is also registered on the compulsory and voluntary parts of the Childcare Register, although no children attend in relation to this registration. The family has no pets.

Overall effectiveness of the early years provision

The service is inclusive and very welcoming. The childminder, co-minder and assistant effectively support children, meeting their individual needs very well. Children, therefore, are very well cared for and make good progress in their learning and development. The childminder observes children and plans interesting and appropriate learning experiences based on the children's interests but does not sufficiently refer to the content of the areas of learning and development in order to monitor children's progress towards the early learning goals. Systems to evaluate and assess what is offered are in place but not yet based against robust criteria. However, the childminder has a good understanding of the strengths of the setting and provides a broad range of activities in a very stimulating environment.

What steps need to be taken to improve provision further?

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

- use observations and assessments of each child's achievements, interests and learning styles and match these to the early learning goals to identify and plan relevant learning experiences
- use a system of self-evaluation to identify the setting's strengths and priorities for development.

The leadership and management of the early years provision

The policies, procedures and record keeping systems required for the safe and efficient management of the Early Years Foundation Stage (EYFS) are well maintained. Since the last inspection, the allocation of space has significantly changed with children being cared for in different rooms of the home; however, the high quality of the accommodation has been maintained, in relation to space,

comfort and decoration. Children help themselves from a wide range of resources as they move freely between the ground floor rooms choosing appropriate spaces to play. Parents share ongoing information about their child verbally and in a daily diary, although, the exchanges are more about care than learning and development. The childminder has developed good informal links with other providers delivering the Early Years Foundation Stage for children she is minding, which ensure continuity of care. Inclusive practice is promoted with children's individual needs being met by a high ratio of adults to children.

The childminder is well aware of safeguarding issues and has developed appropriate procedures to follow, which protect children. Actions have been taken to eliminate and manage risks in the home and on outings and these are reflected in the written risk assessment. The childminder ensures that adults working with the children are suitably vetted and fully aware of their roles, policies and procedures.

The quality and standards of the early years provision

Children's good health is very well maintained. They hygienically rest on the sofa, with individual bedding, at times appropriate to their needs and the wishes of their parents. The toilet and hand wash basin are easily accessed off the creative area; consequently, adults supervise younger children and discreetly monitor older children as they develop their independence. Children learn why they wash their hands as they sing 'the hygiene song', which is displayed on the wall. Children enjoy nutritious snacks, such as yoghurt, banana and satsuma, and meals, such as jacket potato with baked beans and cheese. The childminder talks to children about healthy food options, and trips to the farm shop and market raise children's awareness of different food groups, such as fruit and vegetables. Children learn about safety and how to keep safe through stories and by learning safe pavement skills from an early age, when on outings. Children learn about their locality on walks around the area and on regular visits to toddler groups and activities held in the library.

Children behave very well and are courteous and kind to others. Whilst playing a matching game with cards, they are quick to help each other and are quick to praise each other when they find a pair. Children make particularly good progress in communication, language and literacy. They use a range of mark-making materials and enjoy sharing books with familiar adults. They confidently talk to visitors, asking and responding to questions. They also proudly show work that is displayed, such as drawings, paintings, collages and decorated Diwali candles.

Children are involved in decision making, such as what type of Christmas cards they should make. Plans are based on the childminder's knowledge of child development rather than the learning and development requirements of the EYFS. This means that although activities are based on information from observation and assessment and children achieve well in relation to their starting points, planning is not firmly aimed at moving children on towards the 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?	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?	1
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

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 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.