

Inspection report for early years provision

Unique reference number	EY229589
Inspection date	30/10/2008
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 2002. She lives with her husband, two adult children and a seven year old in a suburb of Liverpool. The whole ground floor of the childminder's house is used for childminding, plus two bedrooms on the first floor. 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, and is registered to provide overnight care for one child. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children. The childminder joint childminds with her husband. There are currently a total of six children on roll aged from one year to 10 years, of these, five 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 (NCMA).

Overall effectiveness of the early years provision

Children play in a welcoming and very well resourced environment where they make generally good progress in their learning and development. All children are valued for their individuality and there is a close working partnership with parents in order to help meet every child's needs. There are good health and safety measures in place, and risk assessment is mainly used effectively to address possible hazards within the home and on outings, but written documentation does not clearly identify each type of outing. The childminder demonstrates a commitment to maintaining continuous improvement, keeping up to date with new initiatives and training. She has started to devise methods of self-evaluation in order to identify strengths and weaknesses, and has begun to assess the children's progress, recognising that these are both areas for improvement.

What steps need to be taken to improve provision further?

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

- 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 and motivating learning experiences for each child
- continue to develop systems of self evaluation in order to identify strengths and weaknesses and address areas for improvement.

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

- carry out a full risk assessment for each type of outing and review before embarking on each specific outing (Safeguarding and promoting children's welfare). (Also applies to both parts of the Childcare Register).

17/11/2008

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment with an extensive range of toys and resources and excellent organisation of the designated playroom, helping children to become independent learners. Observation is used to monitor the children's progress, and some information is recorded in children's individual books, 'All about me' and 'Look, listen and note', plus 'The big book of little me' for babies, although the information is not yet used productively to inform future activity plans, taking into account the children's starting points. The childminder takes positive steps to provide an inclusive environment, working with parents and using the Internet to gain information about different cultures in order to support all children. Important links have been forged with other settings that children attend in order to provide continuity of care and help support the children's development.

All required documentation is in place, plus many additional written policies and procedures. The childminder regularly attends training workshops to enhance her skills, such as sign language for babies, safeguarding children, food safety and sudden infant death syndrome (SID), which has a positive impact on the children's care and welfare. Parents speak highly of the care provided through kind letters, with written comments such as 'Exceptionally professional', and 'Has been instrumental in helping my child's transition into school'.

Good steps are taken to help prevent the spread of infection. The home is very clean and room temperatures are appropriately maintained. Written risk assessments clearly identify aspects of the environment that need to be checked on a regular basis, and the safety aspects to consider when taking children on outings. However, individual outings are not clearly recorded. The childminder has a secure knowledge of her strengths and areas for improvement, but procedures to self evaluate, taking into account the views of parents, are still being developed. Recommendations from the previous inspection have been met. Outside drains are now safe and parental permission is obtained for seeking emergency medical advice or treatment, promoting the safety of children.

The quality and standards of the early years provision

Children are happy and access a stimulating environment that plays a key role in supporting and extending their development and learning. A wealth of toys are available, with attractive displays of posters, children's artwork and mobiles. Child-size furniture enables children to sit comfortably for meals and messy play, such as art and craft. Children grow in confidence as they form close relationships with the childminder, who sits with them, enthusiastically motivating and supporting their interests. Daily planning of activities is flexible, based on the children's spontaneous interests, with a good balance of child-led and challenging adult-led play opportunities, plus visits to toddler groups and places of interest.

Children are making generally good progress towards the early learning goals because the childminder has a good understanding of how children learn. She constantly uses good questioning to reinforce their learning, and knows the children well, providing activities appropriate to each child's stage of development and needs. They develop well in mathematical concepts, counting and calculating. The childminder counts, 'One, two, three' as she picks the toddler up and repeats 'Three', encouraging imitation. At snack time children count how many pieces of fruit. Older children begin to recognise numerals when playing board games and number puzzles. During play toddlers copy words and attempt to hold conversation using toy telephones, fostering their language and communication. Children enjoy various mark-making activities, and listen to stories and look at books, helping to build the foundations of their literacy skills. They explore their senses through songs, musical instruments and interactive toys with visual and sound effects.

Outdoor play is incorporated into the daily routine and children develop well in their physical skills. They access a variety of wheeled toys and climbing apparatus to enhance their balance and coordination. At toddler group they participate in 'sports day' and sponsored walks, benefiting from fresh air and exercise. Children learn about their environment, following the 'Superlambanana trail' for Liverpool City of Culture. Many toys and resources are provided to help children learn about diversity, such as different cultural dolls, books on 'all kinds of beliefs', and positive images of gender and disability. Displayed art work evidences the children's creative skills, and they use their imagination well, making spider hand prints for Halloween, and exploring role-play and dressing up.

Very good steps are taken to promote the children's health and well-being. The childminder acts promptly and in the children's best interests when dealing with accidents or children's illnesses. Children learn about personal hygiene through daily routines, such as hand washing. Children benefit from healthy, nutritional home-made meals and are introduced to different tastes and textures, such as sliced mango and blackberries for a snack. They become aware of keeping themselves safe and practise fire evacuation with the childminder, and how to safely cross the road on outings. Older children design fire exit signs to display on external doors. Activities and books also promote the children's learning, including an awareness of the dangers of fires and fireworks, building up to bonfire night.

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?	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?	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: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 17/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 17/11/2008

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.