

## Inspection report for early years provision

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<b>Unique reference number</b>	EY375543
<b>Inspection date</b>	03/12/2008
<b>Inspector</b>	Chris Scully

<b>Type of setting</b>	Childminder
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## 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 2008. She lives with her husband who is a co-minder and two children aged 14 months and nine years in Liverpool. The majority of the house is available to minded children as well as an enclosed front garden for outdoor play. The childminder is registered to care for a maximum of five children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

She is currently providing care for three children in the early years age group and five children in the later years age group. The childminder takes children to and collects them from local schools, and attends toddler groups and other places of interest with the children.

She is a member of the National Childminding Association and receives support from Liverpool Sure Start. The childminder holds a National Vocational Qualification (NVQ) level 3 in childcare.

## Overall effectiveness of the early years provision

The childminder demonstrates a responsive and caring approach to meeting the needs of children. However, there are some gaps in the gathering of information in relation to children's cultural and linguistic needs. Children are in the main safe, however, risk assessments and fire evacuation procedures are not formalised. Positive relationships are developed with parents, which contribute well to the organisation of the setting. Children are making suitable progress in their learning and development and take part in a range of play and learning experiences. Self evaluation systems are in their infancy and as such do not effectively identify areas of improvement. Children are valued and respected for their individuality and develop positive attitudes about themselves and others.

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

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

- develop the systems for identifying the strengths and areas for improvement to raise the quality of outcomes for children
- improve the systems for the recording of information about children's individual needs which includes cultural and linguistic needs, to ensure they achieve as much as they can in relation to their starting points
- devise a system for the recording of complaints and ensure the attendance register records the actual times of children's attendance.

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

- carry out a risk assessment of the home and for all outings and ensure written records are maintained of

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when these are carried out, by whom, date of the review and any subsequent action taken (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register)

- ensure appropriate fire detection equipment is in place and implement a clearly defined procedure for the emergency evacuation of the premises which is practised on a regular basis.(Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register)

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

The childminder demonstrates a commitment to ensuring the individual care needs of the children are met. Children are valued for their individuality and are treated with respect. Positive relationships are built with parents, which contribute to the organisation of the setting. However, the systems for recording children's individual needs are not always effective as they do not contain information about children's cultural or linguistic needs. Information is shared verbally about children's daily routines, such as sleep arrangements, which enables the childminder to provide suitable care. Parents receive a wealth of well written information about the setting and all policies. This means parents are fully informed about the type of care their child can expect to receive. The childminder develops positive relationships with local schools and groups, as a result she is able to provide continuity of care for children.

The childminder has a positive attitude to her ongoing professional development and has attended a number of courses since registration, including safeguarding, first aid and food hygiene. She has subsequently used this knowledge to ensure children are kept safe and to improve upon their health and well-being. She recognises the need for self evaluation and has revised a number of policies and procedures in line with the new framework. However, this is very much in its infancy and has not identified the need for gathering specific information about children's needs. Children are making suitable progress in their learning and development. Observation and assessment systems are effective and result in the childminder providing appropriately for the next steps in the children's learning. However, there is limited information in place about the children's starting points. Some systems are in place for sharing this information with parents, which enables them to support the children at home.

Records and documentation which contribute the health, safety and well-being of the children are in place and are generally well maintained. These are used appropriately to meet children's needs. However, the daily register does not contain the actual times of children's attendance and there is no system for the recording of any complaints. Space is used appropriately resulting in children feeling safe and confident in the childminder's home. However, risks assessment are not formalised for the home or outings. Fire evacuation procedures are not

formalised or practised with children and there is no fire detection equipment on the first floor, all of which impact upon their safety. They are engaged in a range of activities and are able to select some of their resources. As a result, children are becoming independent and have a sense of belonging. All children are fully included in all of the activities provided.

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

The childminder has a satisfactory knowledge and understanding of most of the welfare requirements which means children are suitably cared for. She knows the children well which is enhanced by verbal communications with parents. The childminder's warm, caring approach enables children to feel secure, and trusting relationships are formed. She works effectively with her co-minder to promote consistency of care. Each childminder undertakes specific roles, taking into consideration children's individual needs, such as toileting. A sound understanding of the learning and development requirements means children enjoy a range of learning opportunities that effectively promote their learning. Good use is made of outings to support children's social skills and to extend their learning, for example, exploring museums and zoos.

Daily and weekly plans provide a balance of adult-led and child-initiated play experiences. As a result, children are able to become engaged in the activities and are making sound progress. Substantial emphasis is placed upon the children's personal, social and emotional development, as the childminder recognises that for children to make progress they need to feel happy and secure in their care. The childminder spends considerable amounts of time talking and interacting with the children and is skilled at asking open-ended questions to support children's literacy and problem solving skills. She regularly introduces new words during play experiences to support and extend their language development, for example, silver, shiny and sparkle to describe the glitter on their hands. Children develop counting skills through everyday activities, such as counting building blocks. The use of songs, such as '10 little monkeys', supports children's language and mathematical skills as they learn about addition and subtraction.

Children are developing an understanding of their own community as they celebrate their birthdays. The opportunities to explore different festivals, such as Diwali, means children are able to learn about the wider world. The recent introduction of sign language enables children to explore different methods of communication and to look at the needs of others. Children are encouraged to share, take turns with resources and make choices about what they would like to do. As a result, children are developing positive attitudes about themselves and the needs of others. There are some opportunities for younger children to use everyday technology, for example, light and sound toys. Older children are able to use the computer with support from the childminder. These experiences contribute to the children's economic well-being and enable them to develop skills for life.

Children are generally well behaved and respond appropriately to the childminder's requests. Hence, they are learning to take responsibility for their actions and are developing an understanding of right and wrong. Children enjoy the opportunities

to explore new experiences and giggle in delight as they paint their hands. Opportunities are created for children to test and explore their larger skills in soft play centres as they negotiate the various equipment. Children's health is promoted through the provision of home cooked, healthy meals and snacks. They are encouraged to try new foods, such as blueberries. Appropriate procedures are in place to minimise the risk of cross-infection, such as keeping parents informed of childhood illnesses and the provision of individual blankets for children to sleep or rest upon.

## 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:

Not Met (with actions)

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

Met

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. (CR5) 17/12/2008
- take action as specified in the early years section of the report. (CR5) 17/12/2008



## **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 registration.

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.