

Inspection report for early years provision

Unique reference number	EY301463
Inspection date	03/03/2009
Inspector	Wendy Brooks
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 2005. She lives in the West Derby area of Liverpool with her husband and three teenage children. The childminder is registered to provide care for a maximum of four children under eight years at any one time. There are currently four children on roll, who attend on different days. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

The childminder takes and collects children from local nursery schools and has established effective partnerships with local settings.

Minded children have use of the majority of the childminder's home, with access to an enclosed rear garden for outdoor play. The family have a pet dog.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder's excellent understanding of individual needs ensures that children's welfare and development are promoted successfully. Children are relaxed in the childminder's care and settle quickly into the family home environment. Children enjoy learning about their local area and the world around them as they develop an understanding of diversity. Effective partnerships with parents, carers and other agencies have been established and the childminder has begun to identify any priorities for future development within the provision.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record the details in a fire log book of any problems encountered and how they were resolved; extend the written risk assessment to include each specific outing
- establish systems to monitor and evaluate the quality of the provision and use these to promote improvement
- develop the observations of children's development by matching them to the expectations of the early learning goals and use them to identify learning priorities and plan activities suited to individual learning needs

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

- ensure that written parental permission is requested for every child for the seeking of any necessary emergency medical advice or treatment in the future (safeguarding and welfare)

17/03/2009

The leadership and management of the early years provision

The childminder demonstrates a clear understanding of the procedures to follow with regard to child protection and ensures that parents are aware of this. Detailed written risk assessments are carried out by the childminder to ensure that children's welfare is safeguarded on the premises, although risk assessments are not in place for each type of outing.

The childminder has started to consider the strengths and areas for development within the provision and has arranged to attend relevant training sessions to update her knowledge of current childcare initiatives. However, no record of self-evaluation has been maintained in order for the childminder to fully reflect on the provision, any improvements made and the impact on the children who attend. The recommendations set at the last inspection have been met.

Detailed policies and procedures are available and all parents are provided with an introductory file when their children first start to attend. This ensures that parents are aware of the routines, activities and procedures which are followed and helps to develop effective partnerships with parents and carers. Most paperwork is accurately maintained, however, the childminder has not requested written parental consent for the seeking of emergency medical advice or treatment, which is a requirement in the regulations, and this compromises children's well-being.

Children are invited to attend for short visits as part of the settling in period. The childminder is aware of children's individual requirements and ensures these are considered within all aspects of the provision. Daily verbal discussions take place regarding children's welfare and achievements and information is clearly displayed around the home for parents to see. Parents are aware that each child has a folder of photographs and examples of their creative artwork which they can see whenever they wish.

Links have also been established with the local nursery where minded children attend which ensures a smooth transition between settings for children. The childminder is aware of the development children make at the nursery and all minded children are invited into the nursery with the childminder for special occasions.

The quality and standards of the early years provision

The childminder has arranged her home to ensure that it is welcoming, attractive and comfortable for minded children. Children have free access to a wide selection of resources to include small world play, dressing up, painting, building blocks, jigsaws and cars, and are confident to ask for further activities when they wish. The childminder plans interesting activities which are suited to children's ages and levels of development and ensures that children are involved in regular outdoor play and visits within the local area. Children talk excitedly about a recent trip to the farm where they were able to feed and pet the animals, ride horses and learn about the world around them. Weekly visits to two local playgroups provide

opportunities for children to further develop their social skills and enjoy a wider range of experiences. Children are involved in discussions about what they would like to do and the childminder allows many opportunities for children to make choices about their play and develop their independence.

The childminder is aware of the areas of learning within the Early Years Foundation Stage and ensures that all children are helped to progress in each area. Each child has a folder containing photographs of the children involved in various activities and comments by the childminder. These observations are not currently linked to the expectations of the early learning goals and are not used to record the next steps in a child's development. Through discussion, the childminder demonstrates an understanding of appropriate activities to plan for each child to enable them to progress in their learning through play.

Children become confident communicators and are encouraged to develop their skills in writing, reading and counting during their everyday play. This promotes children's economic well-being. A range of resources are available for children to use in their daily play which promote positive images of diversity, such as books, and role play equipment. Posters are displayed around the setting to help children learn about the world around them. Various religious and cultural festivals are celebrated where children explore arts and crafts, taste different foods and learn about different customs and beliefs, such as Chinese New Year, Christmas, Halloween and St David's Day.

The provision promotes positive outcomes for the children who attend. Children develop a good understanding of personal hygiene routines as the childminder is a positive role model and children independently wash and dry their hands before lunch and after using the toilet. The childminder provides a variety of healthy nutritious meals and snacks, and parents can choose to send their own meals if preferred. Children's individual dietary needs and preferences are catered for, and the childminder talks to children about what they would like to eat. Children choose a vegetable medley for lunch and enjoy fresh fruit, yoghurt, cereal bars and breadsticks throughout the morning. The childminder takes steps to keep children safe whilst in her home, for example, by using socket covers, a fire guard and ensuring all hazardous substances are out of reach. Smoke alarms are tested regularly and the childminder has spoken to children about what to do if there is a fire. However, fire drill practises are not carried out with the children, which limits their understanding of keeping themselves safe in an emergency.

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?	3
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

Since the last inspection there have been no complaints made to Ofsted.

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.