

Inspection report for early years provision

Unique reference number	EY300990
Inspection date	09/02/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 with her husband, two adult children, one child aged 13 years old and a grandchild aged seven years old, in a suburb of Liverpool. The whole ground floor of the childminder's house is used for childminding and 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 and is currently minding four children under five years old. She also offers care to children aged between five years old and nine years old. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder occasionally works with an assistant. The childminder walks children to local schools and toddler groups. She is a member of the National Childminding Association and local childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The close partnership with parents and other provisions that children attend, helps to ensure that the needs of all children are met well. Children are safe and secure and risk assessments are generally conducted appropriately, in order to identify any hazards. The home is warm and welcoming and children play in an inclusive environment. The childminder demonstrates a keen commitment to maintaining continuous improvement and developing her knowledge and skills. She has started to introduce self evaluation, in order to monitor her provision.

What steps need to be taken to improve provision further?

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

- further improve the written risk assessments with more information about specific outings
- continue to develop the self evaluation procedure as the basis of ongoing review and assessment.

The leadership and management of the early years provision

The childminder is well organised and she has devised many written policies for the effective management of her provision. She has a good awareness of child protection issues and how to safeguard children. Health and safety are generally promoted well, with good systems in place to help minimise the risk of cross infection. Close attention is given to the children's personal hygiene and children benefit from a nutritionally balanced diet. Risk assessments are conducted regularly, to eliminate potential hazards and there is a general outings policy, that includes safety measures. However, the information recorded is limited and does not specify individual outings or itemise all areas that children access.

The childminder demonstrates a commitment to continuous improvement and is very keen to develop her knowledge and skills. She has successfully completed a quality assurance scheme through the National Childminding Association, in recognition for high quality childcare and has attended several training sessions and workshops. Evaluation of her provision is conducted through observation and discussion with the parents. However, a more robust system has not yet been fully implemented, in order to clearly identify strengths and areas for improvements. All recommendations from the previous inspection have been successfully met, in order to further safeguard children and to promote their health. The childminder has introduced a healthier diet, she is familiar with reportable diseases and she has a better understanding of child protection issues.

Parents speak very positively about the care provided. They receive written documentation about the childminder's policies and procedures and daily diaries keeps them up to date with their child's daily routine. This close partnership helps the childminder to recognise each child's uniqueness and to support their individual needs. Good links have also been forged with local schools and nurseries that children attend and information is shared, in order to help ensure continuity of care. The home is organised well, with toys on low level shelving, helping to foster the children's independence and child-size furniture to promote inclusion. Attractive displays of the children's artwork adorns the walls, along with photographs and information for the parents.

The quality and standards of the early years provision

Children benefit from very good adult support and activities are well organised, to promote their welfare, learning and development. The childminder is very attentive to the children's needs and plans play opportunities according to their age, ability and interests. Children happily explore their environment and form close relationships with the childminder. They learn to share and play well alongside each other. The childminder enthusiastically motivates the children, with words of encouragement and praise for their achievements. Children freely make choices from a range of toys and the childminder provides a good balance of adult-directed and child-led play. Written activity plans identify focused play opportunities, outings to places of interest and visits to playgroups.

Children eagerly participate in a variety of activities. Young children use their imagination well, as they pretend to make drinks and prepare food, using various utensils and matching coloured cups and plates. Babies explore sensory, interactive toys, smiling in delight as they create visual and sound effects. Children develop good hand-eye coordination, as they post the correct shapes through holes in posting boxes. They enjoy listening to conversation and toddlers and babies respond with sound imitation, attempting to repeat simple words and sentences. During play, children chatter using toy telephones and they communicate their feelings through facial expressions and voice intonation. Many books are provided and children enjoy listening to stories, helping to foster their literacy skills. Children also attend 'Story and rhyme' sessions, at a local children's centre and have fun singing songs and playing musical instruments. Older children

learn to recognise letters, whilst playing simple board games and they have many opportunities to mark-make and to practise their writing skills.

Throughout play, children learn to count and recognise shapes and colours. They count how many building blocks they have and use mathematical language, such as more and less. When completing puzzles, the childminder talks to children about matching colours, patterns and shapes. Children become aware of living things and the world in which they live. They enjoy walks to places of interest, such as the promenade to see ships and seagulls and outings to farms and a zoo. Children reflect on their trips and talk about their surprise at seeing Father Christmas at the zoo. Many toys and resources reflect positive images of different cultures, race and disability, helping children to learn about diversity and to respect differences.

The childminder effectively uses observation, to monitor the children's progress and records their development, through 'look, listen and note' tracker records. She has started to link these to the areas of learning and early learning goals. Parents complete 'All about me' information sheets on their children's likes and dislikes and may also add comments on their children's progress reports. The childminder uses all the information to plan specific activities, that are suitable for the children's next steps.

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?	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.