

## Inspection report for early years provision

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<b>Unique reference number</b>	EY103176
<b>Inspection date</b>	31/03/2009
<b>Inspector</b>	Wendy Brooks
<b>Type of setting</b>	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 and lives with her husband in Croxteth Park, Liverpool. The family has a pet cat and a pet dog. The whole of the 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 five children who all attend on a part time basis. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

The childminder takes and collects children from school, visits parks and shops and attends local toddler groups. She is a member of the National Childminding Association and is also an active member within the Ellegreen Childminding Network. Partnerships with other settings have been established.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Partnerships with parents and other professionals are successful because good information is shared verbally and in writing, which in turn promotes inclusive care for each child. 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. The childminder meets the requirements of the Early Years Foundation Stage (EYFS).

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

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

- complete a record of the fire drills carried out with children to record details of any problems encountered and how they were resolved
- establish systems to monitor and evaluate the quality of the provision and use these to promote improvement
- reconsider the storage of certain documents to ensure that the written consent for emergency medical advice or treatment is readily available in the case of an emergency

## **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. After recently updating her knowledge of current child protection issues through further training, the childminder has amended her written policies to reflect changes in legislation. Detailed written risk assessments of the childminder's home, garden and specific outings are completed in order to protect children from harm whenever possible. Clear policies and procedures are in place and provided to all

parents within a welcome pack 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. The childminder asks parents to complete an 'all about me' sheet which provides basic information on children's interests, needs and preferences. Written consent is obtained from parents as required. Although the storage of children's personal documents means they are kept secure, important information is not readily accessible should it be required in an emergency.

The childminder ensures that her knowledge and understanding of current childcare initiatives is up-to-date by attending regular training courses and network meetings. This enables the childminder to make improvements within the provision for the children who attend. To date, however, the childminder has not maintained any self evaluation record in order to identify strengths and areas for development within the setting. The recommendation from the last inspection has been met.

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. The childminder has a good understanding of each child's needs and respects individual routines such as sleep patterns and dietary preferences. 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 observations carried out by the childminder which they can see whenever they wish.

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

The childminder provides a wide range of interesting and varied play activities and outings in order to promote the learning and enjoyment for children of all ages. This is supported by the suitably organised range of toys, resources and books which are freely available to the children, which helps to develop their independence and self-esteem. Additional resources are stored upstairs which can be accessed on request. The childminder has a sound understanding of the EYFS and implements this well. As a result, children are making good progress in their learning and development. Systems for observation and assessment are in place, however, the identified next steps are not consistently used to inform future planning and currently the recorded observations do not cover all six areas of learning. Activities and experiences are planned around children's daily routines and are mainly child-led through their interests on that day. Daily routines are inclusive and effectively support children's learning by including trips to local parks, toddler groups, farms and other areas of interest. This enables children to develop social interaction with other children and learn about their local community.

Children become confident communicators and are encouraged to develop their skills in reading and counting during their everyday play. This promotes children's economic well-being. A wide selection of books to suit all ages are available and children enjoy looking at pictures, pressing buttons to make sounds and turning pages to make the characters pop up from the books. Babies are provided with a

variety of cause and effect toys in order to develop their exploratory skills. The childminder encourages children who are at the 'coasting' stage to pull themselves up onto their feet and gain the strength and confidence needed to take their first steps. Older children express their preferences for toys which the childminder responds to. A box of dressing up clothes and role play equipment is brought downstairs for children to freely select from. Children enjoy feeding and nursing baby dolls and dressing up in favourite costumes. Children develop an understanding of shape, space and measurement as they complete jigsaws and build towers from sets of small boxes which can fit inside each other or be turned round to stack together.

A range of resources are available for children to use in their daily play which promote positive images of diversity. 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 and learn about different customs and beliefs, such as Chinese New Year, Christmas, Ramadan and St Patrick'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 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 enjoy toasted pancakes for snack time, with vegetable soup, bread, yoghurt and fruit offered at lunch time. The childminder has a pet dog and a pet cat who the children are comfortable with. The childminder ensures that the health care of the pets is maintained in order to prevent any risk to children's welfare. Safety precautions within the home are taken, such as the use of safety gates and socket covers to protect children from harm. Children are involved in regular fire drills at the childminder's home, although the details of which are not recorded in order to identify any problems encountered.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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:	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.