

Inspection report for early years provision

Unique reference number	501224
Inspection date	29/07/2009
Inspector	Christine Stewart
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 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 2001. She lives with her husband and three children in Moreton on the Wirral. The whole ground floor and two bedrooms are used for childminding and there is a fully enclosed garden for outside play. Within the immediate locality are schools, open green spaces, a library and public transport.

The childminder is registered to care for a maximum of five children under eight years at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children attending of whom three are within the Early Years Foundation Stage (EYFS).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are made welcome, they are happy and settled in the care of the childminder. They make good progress in their learning because the childminder has a good understanding of how to support and develop children's learning. Partnerships with parents has been established to ensure that children's individual care needs are known and met. Self-evaluation of the service has yet to be fully developed, however, the childminder understands the importance of evaluating her childminding service.

What steps need to be taken to improve provision further?

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

- continue to develop systems for establishing children's starting points and for assessing children's achievements in order to plan their next steps and track their progression towards the early learning goals
- ensure policies and procedures comply with current guidance and legislation

The leadership and management of the early years provision

The childminder has attended a workshop to develop further her knowledge of the Early Years Foundation Stage framework (EYFS). The childminder is committed to improve the service she provides for children and their families. She does this through training and keeping up-to-date with ongoing childcare practices. She has completed first aid training, Fire safety training and food hygiene to name but a few. The childminder maintains well organised records and has developed written policies and procedures to inform parents and to ensure the smooth running of her provision.

Children benefit from an inclusive service where all parents and children are welcome. The childminder has devised written policies which all parents can view.

Informal discussions take place daily, to keep parents informed of their child's day. Individual children's care needs are identified and discussed with the parents. However the systems in place to establish children's starting points and their progression towards the early learning goals has not been fully developed.

The childminder's safeguarding policy demonstrates her awareness of the procedures to follow to protect children from harm. She conducts risk assessments of the premises to keep children safe and has a clear understanding of the procedures to be followed in order to maintain children's welfare on outings. She has in place suitable equipment, such as smoke alarms, a stair gate and high chairs. There is an emergency evacuation procedure in place which children have practised. However, she has not updated all policies in line with legislation.

The quality and standards of the early years provision

The childminder has a secure understanding of the early years foundation stage which she uses to provide interesting and varied opportunities to help children make steady progress and to meet their care needs. Systems for observation and assessment of children's learning and development are in place but are in the early stages.

The childminder creates opportunities to promote children's physical well-being and to help children develop their knowledge of the community. For example, children access outdoor play activities in the childminder's garden or they enjoy visits to the local parks and toddler group. The childminder encourages children to embrace their differences through sensitive discussion, the celebration of various festivities and access to books and play materials which reflect the diversity of society. Children's mathematical awareness is promoted as part of the daily routine as they help prepare lunch dividing the food between the counted plates. They request 'a few carrots' or a lot of ham. Children learn that words carry meaning as they have access to books and stories. They use pens to mark make and practise writing their name. Proudly sharing their attempts with the childminder who warmly praises their efforts supporting their confidence in developing new skills. Relaxed conversations and effective questioning promote children's communication skills well.

The childminder presents herself as a good role model. She is calm, listens to the children and shows respect in all that they do. She offers plenty of praise for their efforts and acknowledges when they are kind to each other. In response to this children behave well. They learn to share and take turns. They cooperate when putting things away and are polite when they make a request, remembering to say please and thank you. They understand the simple rules they need to follow, such as taking their shoes off and putting them away, and taking turns as they play.

Children benefit from nutritious foods to promote their well-being. They enjoy fresh fruit daily, which they enthusiastically prepare for lunch. The childminder includes their suggestions, likes and dislikes when considering the menu. This promotes their understanding of what foods are the healthy choices. Hygiene

practices promote children's good health, as they understand the importance of hand washing and exercise as well as a healthy diet.

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

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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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