

Inspection report for early years provision

Unique reference number	EY378522
Inspection date	02/02/2009
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).

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 2008. She lives with her husband, two children aged five and 12, and one adult son in a suburb of Liverpool. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed outside play area.

The childminder is registered to care for a maximum of five children, at any one time, under the Early Years Register and compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently a total of four children on roll aged from one year to 12 years, of these, three are in the early years age range. The childminder walks or transports children in a vehicle to local schools and toddler groups. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children play in a welcoming, family home where they make steady progress in their development through the caring support given by the childminder. They develop a strong sense of belonging in an inclusive environment and their individual needs are met. Most safety measures are in place, although some hazardous materials are accessible to children. The childminder shows some commitment to maintaining continuous improvement. However, there is not an effective system in place to self-evaluate and clearly identify areas for improvement.

What steps need to be taken to improve provision further?

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

- become familiar with reportable, notifiable diseases, and infectious diseases
- ensure all hazards are inaccessible to children and identified in risk assessments
- continue to develop and use the information from observations and assessments, linked to the children's starting points, to plan relevant learning experiences and monitor the children's progress
- continue to develop an effective self-evaluation system in order to identify areas for improvement.

The leadership and management of the early years provision

The childminder has devised many written policies and procedures to share with the parents, and effectively organises her home to meet the needs of the children attending. She has a suitable understanding of child protection issues and safeguarding children, and most health and safety measures are in place. Risk assessments are conducted regularly on the premises, toys and outings. However,

some hazards are accessible to children, such as kitchen knives stored on the work surfaces close to where children sit and play. Positive steps are taken to help minimise cross-infection and there is a written policy for parents should their child be sick. However, this does not include infectious diseases, and the childminder is unfamiliar with reportable diseases.

Since registration the childminder has attended some training workshops, such as Autism Awareness, and plans to access more training in the near future in order to improve outcomes for children. She works closely with parents and is familiar with the children's specific requirements, supporting them well and recognising their unique qualities. She has also forged links with other provisions that young children attend to help ensure continuity of care. Parents speak highly about the care provided through letters of praise. The childminder adapts activities and play around the children's needs, and ensures all children are included.

The quality and standards of the early years provision

Children make sound progress in their learning and development because the childminder provides a good balance of play activities, both child-initiated and adult directed, and uses her experience as a classroom assistant to suitably challenge the children. The environment is bright and welcoming with a wealth of toys and resources, along with displayed posters and children's artwork. Planning is informal and flexible, based on the children's interests, and activities often link together. For example, children look at books on dinosaurs, then make collage pictures of dinosaurs, reinforcing their learning. Observation is used to monitor the children's progress. However, there is not a system in place to identify their starting points and the childminder does not use the information effectively to clearly plan the children's next steps, linked to the early learning goals. Parental involvement is encouraged and parents may request daily written contact books if they wish.

Children are happy, interested and form close relationships with the childminder. They progress well in their language and literacy skills. Regular visits are organised to the library where children enjoy attending the book club, story time and drawing time. Toddlers mimic and copy words, and excitedly look at colourful picture books. The childminder engages them in conversation with comments and questions, such as 'Where is the Giraffe?' and 'What is he doing?' Children also interact and animate when playing with dolls and puppets. Alphabet posters and displayed written words help older children learn to read, and they have many opportunities to mark-make through drawing and painting. Throughout play the childminder constantly introduces numbers, counting the number of balls rolling down a chute and sharing the balls between the children and dolls, introducing calculation.

Various toys reflecting positive images of culture, race, gender and disability help children become aware of diversity. Children learn about different festivals and have fun making dragon pictures for Chinese New Year. They use their imagination well as they dress up and explore sound, dance and music. Their health and well-being are promoted with regular walks and visits to the park where they can run

around in the fresh air and access large climbing equipment. Children have a suitably balanced diet, with some fresh fruit and vegetables, and they learn about dental care and personal hygiene through activities and books, such as 'Looking after myself'. Children practise the fire evacuation procedure and on outings they learn how to safely cross roads.

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?	3
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?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
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

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 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.