

## Inspection report for early years provision

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<b>Unique reference number</b>	EY381604
<b>Inspection date</b>	30/03/2009
<b>Inspector</b>	Elaine Murray
<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 registered in 2008. She lives with her partner and two children aged seven and three years in Hoylake, Wirral. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time. The provision is registered by Ofsted on the compulsory and voluntary parts of the childcare register. The childminder cares for one child who is within the Early Years Foundation Stage (EYFS). The childminder also cares for children between six and 11 years before and after school. The childminder attends the local parent/toddler group.

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

Overall the quality of the provision is good. The childminder provides a welcoming environment and works effectively to promote children's learning. Children have positive relationships with the childminder and are happy and settled in her care. The childminder values and includes children, and works well with parents to meet children's individual needs. The childminder pays good attention to the promotion of children's safety. Clear policies and procedures are in place, and most are effective in ensuring that children's welfare is well promoted. The childminder has begun to evaluate her provision and has a sound understanding of the strengths of her provision, and areas for development. She has made positive improvements to her provision since registration.

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

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

- develop the policy for administering medicines, to make clear the procedure for administering non-prescription medication
- further develop methods of self-evaluation to identify strengths and priorities for development.

## **The leadership and management of the early years provision**

The childminder makes good use of time, space and resources to ensure that children receive a good level of attention in a stimulating environment. Children learn to make choices and become independent as they select their own resources, and decide which activity they would like to do next. The childminder has made a positive start to evaluating her provision. She has undertaken training relating to the EYFS framework and has made good use of the knowledge gained from this to implement an effective system of planning, observation and assessment. As a result, children's learning is developed well. The childminder has some plans for

future improvement, but has not developed clear methods of evaluating her strengths and priorities for development. The childminder has a good awareness of equal opportunities issues and positively values and includes children. She makes effective use of a broad range of resources and planned activities to develop children's understanding of diversity.

The childminder establishes positive relationships with parents and requests information from them about their children's interests and capabilities. The childminder provides parents with information about their child's care and activities through use of a diary and feedback at the end of the day. She also provides a regular written summary of children's progress in the six areas of learning. This two-way flow of information enables her to meet children's needs effectively.

The childminder has a good awareness of safety issues and has carried out a thorough risk assessment of the premises and outings, which is regularly reviewed. She has effectively removed hazards in the garden area which were identified at the registration visit. The childminder has a broad range of written policies and procedures, including several relating to the protection of children's safety. Overall, the policies work well to ensure that children's safety, health and well being are promoted. However, the policy relating to the administration of non-prescription medication is not sufficiently clear. Children are protected as the childminder has a good knowledge of the signs and symptoms of child abuse and the procedures to be followed. She has attended recent training in this area to develop her knowledge and understanding.

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

The childminder has a warm, caring approach. She interacts well with children to develop their self-esteem. As a result, children feel valued and included, and are happy in her care. Children are confident in their surroundings and happily initiate play and request resources or support. Children behave well in response to the childminder's positive approach. Children benefit from the inviting and stimulating learning environment provided. The main playroom has an ample supply of toys and resources at child height. Children excitedly point to the photographs of themselves in the digital photo frame, and draw attention to their art work which is on display. This shows their confidence and sense of belonging. The childminder has a good knowledge of the EYFS learning requirements and guidance. She is familiar with the six areas of learning and plans a wide range of activities for children which develop learning effectively. Children's interests in learning are followed. For example, the childminder provides a range of resources relating to play with dolls for children who have a particular interest in this area. Children enjoy role play with dolls and play kitchen equipment. They take turns and count as they play a 'fishing' game. Children develop colour and shape recognition skills as they play with coloured shapes. The childminder skilfully develops children's speech, questioning them to encourage them to extend sentences and express themselves clearly. She effectively encourages children to talk about recent events in their lives. Children show a keen interest in books, and happily cuddle up to share stories with the childminder.

The childminder knows the children in her care well and makes regular observations of their learning. Her observations are effectively used to plan children's next steps. As a result, children make good progress in their learning. For example, an observation about children's competency in sorting is used to plan activities to extend this skill further.

Children learn to develop a positive attitude to diversity as they play with a range of resources reflecting positive images, and are involved in activities relating to festivals such as Chinese New Year. Children's good health is promoted as children are provided with a varied diet, which includes plenty of fresh fruit and vegetables. They show a good awareness of healthy foods as they request different types of fruit for snack. Children develop physical skills and enjoyment of exercise through regular walks in the locality and play using a variety of equipment in the outdoor area. Children show a good awareness of safety as they explain that they have to be strapped in to their booster chair to keep themselves safe, and take care to strap dolls into buggies and high chairs in role play.

## 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.	3

### 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**

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.