

Inspection report for early years provision

Unique reference number	EY100453
Inspection date	06/07/2009
Inspector	Michele Anne Villiers

Type of setting	Childminder
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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 2003. She lives with her husband and their three children aged two, six and eight years in a suburb of Liverpool, close to shops, parks, schools and public transport links. The whole of the ground floor of the home is used for childminding, plus an upstairs bedroom. There is a fully enclosed outside play area.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children under five years. When working with another childminder she may care for a maximum of six children. She also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local schools and takes them to toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children progress well in all areas of their development. They play in a welcoming family home where they are kept actively engaged in a variety of stimulating activities. The childminder has a good understanding of each child's individual requirements and provides an inclusive environment. Safety measures are in place, with some formalised risk assessments to help minimise potential hazards to children, although they contain limited information. The childminder has started to implement systems to evaluate her provision and demonstrates a capacity to maintain continuous improvement, in order to benefit the children's welfare.

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 each type of outing and specific areas within the home that children access
- continue to develop the self evaluation procedure as the basis for ongoing review and assessment
- continue to develop systems to monitor the children's progress, based on initial profiles, and use the information to identify their next steps and plan future activities, linked to the early learning goals.

The leadership and management of the early years provision

The childminder has devised many written policies and procedures to share with parents and all regulatory documentation is in place. Good thought is given to

promoting the children's independence, and many toys and resources are displayed on low-level shelving. The home is secure and safe and the childminder has a good awareness of child protection issues in order to safeguard children. Regular risk assessments are conducted but written assessments contain limited information about individual outings and the areas that children access within the home. Children are provided with separate hand towels to help minimise cross infection and they learn about the importance of hand washing.

The childminder demonstrates a commitment to continuous improvement and is keen to develop her knowledge and skills. She has attended several training workshops on new initiatives and kept up-to-date on child related issues in order to further promote the children's welfare and support their learning. Recommendations from the previous inspection have been met and parental consent is now in place for the seeking of emergency medical advice. There is a written complaints procedure. Evaluation of the childminder's 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 improvement. Children benefit from a balanced diet, with homemade nutritional meals and fresh fruit, which is offered throughout the day.

The quality and standards of the early years provision

Children receive good support from the childminder and activities are well organised to promote their learning and development. Children confidently explore their environment and form close relationships with the childminder. They learn to share and play well alongside each other and the childminder enthusiastically motivates them with words of encouragement and praise for their achievements. Children develop very good social skills, and at meals times they sit around the table with the childminder and her family, conversing and learning to use appropriate cutlery.

Communication, language and literacy skills are strongly fostered and children chat throughout their play, talking about home life and reflecting on past events. The childminder is attentive in answering the children's questions and encourages them to use language to express themselves. Baby sign language is also incorporated with younger children to support their communication. Books are made freely available and children enjoy listening to stories. Planned activities help children to become familiar with written words. For example, they find the printed word for the days of the week and the month and place them in a daily calendar. Children also learn to write their name and recognise the first letter of their name. Number and calculation are also incorporated into their play and children count for different occasions, such as how many objects during construction. Number puzzles and displayed numbers are also used to help children recognise numerals.

During art and craft activities, children look closely at similarities, differences and patterns. For example, they compare different species of birds from large posters and re-create the bird of their choice, such as a 'Kingfisher' using coloured tissue paper. Activities link together, as the children who will be starting school find the picture of the bird that their classroom is named after. Children learn about plants

and their natural environment and they help to grow fruit and vegetables, such as strawberries, tomatoes and potatoes. Outdoor play is very much encouraged and children enjoy playing with sand or on wheeled toys and with play tunnels. Outings to places of interest are also provided, with visits to the zoo or library. The childminder uses observation to monitor the children's progress and charts their progress through photographs and some written captions, with links to the areas of learning. However, recorded information is limited, particularly about their initial profiles and of the activities planned for their 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?	3

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?	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met