

## Inspection report for early years provision

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<b>Unique reference number</b>	EY294786
<b>Inspection date</b>	01/07/2009
<b>Inspector</b>	Michele Anne Villiers

<b>Type of setting</b>	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 2005. She lives with her husband and three children aged nine, 12 and 15 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. There is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children under five years. She is registered on the Early Years Register. She also offers care to children aged over five and is registered by Ofsted on the compulsory and voluntary parts of the childcare register. She collects children from the local school and takes them to toddler groups on a regular basis.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder is caring in her approach and supports the children well, helping them make steady progress in all areas of their development. She has some systems in place to monitor the children's progress and recognises children as individuals, providing an inclusive environment. The childminder shows a commitment to maintaining continuous improvement and has started to use self-evaluation to oversee her provision. Most safety measures are in place, although risk assessments are not fully robust and some areas of the home are not well maintained.

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

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

- implement a more robust risk assessment system and include all outings, and date and review regularly
- ensure Ofsted is kept informed of any significant changes to the property
- ensure all areas that children access are kept clean
- continue to develop systems to identify the children's progress and next steps, with links to their initial stage of development.

## The leadership and management of the early years provision

The childminder has all regulatory documentation in place and has devised several written policies and procedures to share with parents. Formalised risk assessments help to identify potential hazards and keep children safe. However, limited information is recorded and individual outings are not always named. The home is secure and most areas suitably maintained, although insufficient attention is sometimes given to cleanliness in the downstairs toilet, posing a possible health risk to children. The childminder has a suitable understanding of child protection

issues and safeguarding children. Currently, the rear garden is undergoing refurbishment and the childminder has responded appropriately to ensure children are safe, although she has not informed Ofsted of the changes.

The childminder demonstrates a commitment to improving her knowledge and skills and has accessed training on new initiatives. All recommendations have been met since the last inspection in order to promote the children's health and safety. Children now have ready access to drinking water, parental consent is in place for children to play on the trampoline and the temperature of the fridge is monitored. Parents are welcomed into the home and organised coffee mornings provide opportunity for the exchange of ideas. Children's daily diaries also keep parents up-to-date on their child's routine. The childminder has forged links with other childcare provisions that children attend in order to provide continuity of care. The children's health and well-being are promoted through the provision of suitably nutritious meals and snacks. They learn about personal hygiene, washing their hands at appropriate times and cleaning their teeth after meals.

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

The childminder provides children with good support and participates in their games to motivate their learning. The play area is welcoming, with colourful posters and children's artwork displayed, plus a wide range of toys and resources for them to independently access. Flexible daily planning is used to provide children with varied play experiences, both child-initiated and adult-led and includes regular visits to local toddler groups and places of interest, such as the park and library. Children confidently explore their environment and happily interact with the childminder, forming close relationships.

The children's communication, language and literacy skills are promoted well as they sing songs, listen to stories and discuss different pictures. Children also have opportunities to practise their writing and drawing skills during art and craft activities. When tidying away children count objects and the childminder organises more challenging activities, adapting them to suit the ability of the child. For example, children count the number of spots on ladybird floor cards and learn to recognise the corresponding numeral.

Outside play is incorporated into the daily routine and children access some wheeled toys and climbing apparatus to foster their balance and co-ordination. Walks to the park enable children to become familiar with their environment and the changing seasons. They also grow small plants in pots outside. Some toys are provided to help children learn about and respect differences, such as dolls with walking aids, different cultural dolls and books reflecting positive images. Children have fun exploring colour and texture, pretending to paint the outside fence using large paintbrushes and water, and playing with different coloured bubble blowers.

The childminder has started to use observation to monitor the children's development. She records their progress through photographs and written captions, identifying the areas of learning and the children's next steps. However,

limited information is obtained about the children's initial profiles and the activities for the next steps are not always clearly identified.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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