

Inspection report for early years provision

Unique reference number	322172
Inspection date	20/04/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1996. She lives with her husband and child aged over 16 in Liverpool. The childminder works at her home with another registered childminder. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed outside play area.

The childminder is registered to care for a maximum of six children under eight years at any one time when working alone, and 12 children under eight years when working with her co-minder. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children attending who are within the Early Years Foundation Stage (EYFS). The childminder also cares for four children between six and 11 years before and after school. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The childminder holds a childcare qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children play in a welcoming, child centred environment where they make steady progress in all areas of their development. The childminder is knowledgeable about each child's background and provides an inclusive atmosphere. She has started to devise systems to monitor the children's progress, recognizing this is an area for improvement. Safety measures are in place within the home, and risk assessments identify possible hazards, although limited information is recorded. The childminder demonstrates a commitment to continuous improvement and has started to use self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to develop the use of children's assessment records, based on initial profiles, to effectively identify the next steps, with links to the early learning goals
- provide children with more opportunities to develop their problem solving, reasoning and numeracy skills during play and through practical experiences
- further develop recorded risk assessments to include more information and dated when reviewed.

The leadership and management of the early years provision

The childminder organises her documentation well, and has recently reviewed and updated many policies and procedures in line with legislation. She works with her co-childminder and together they share roles of responsibility in order to manage

the provision. Improvement has been made since the last inspection. Actions and recommendations relating to: the recording of children's attendance; conducting risk assessments; recording complaints; obtaining parental consent to administer medication; understanding child protection procedures; monitoring the provision; further promoting inclusion; and developing systems to plan and assess the children's progress have been met with positive impact on the children's safety, care and quality of learning. The children's health and well-being are suitably promoted. They enjoy a balanced diet with home-cooked meals, and fresh fruit is offered daily. Outdoor play is part of the daily routine, and children learn about personal hygiene and dental care, cleaning their teeth after meals.

Information is shared with parents through informal daily discussion and written documentation. Parents speak positively about the care provided through letters of praise, with comments, such as, 'We are extremely happy', 'Excellent care', and 'It is like a second family'. The childminder monitors her provision and is aware of areas for improvement. However, a more formalised self-evaluation system has not been fully implemented in which parents may meaningfully contribute their comments and ideas. The childminder has attended training on safeguarding children and has a suitable awareness of child protection issues should she have any concerns about a child. Risk assessments are carried out on the toys, premises and outings, although written records do not include the date of review, the ratios required when taking children on specific outings, and the safety equipment and resources required to further ensure the children's welfare and safety.

The quality and standards of the early years provision

Children are happy and settled and enjoy positive relationships with the childminder. They confidently explore their environment and make choices about play, selecting resources and asking for activities. Children receive good support and the childminder challenges their learning through questioning. For example, during art and craft, children name different colours and discuss their paintings. The play space is well organised and the children's artwork displayed, providing them with a sense of belonging.

The childminder provides a variety of activities based on the children's interests, and the daily routine includes outdoor play and outings to places of interest. The childminder has a suitable understanding of the Early Years Foundation Stage following a five day training course and she has started to utilise appropriate systems to monitor the children's progress. She is aware of the children's achievements and uses photographs and captions to record development. However, initial profiles and the identification of the children's next steps, with links to the early learning goals, have not yet been fully implemented.

The children's independence is very much encouraged, and they play well together, learning to share and take turns. They engage in meaningful conversation and reflect on past events, talking about their families and life at home. Many books are provided to stimulate the children's interest in stories, and they enjoy singing a wide range of songs, confidently singing the words and copying actions. During planned activities, children learn to count and recognize

numbers. However, children are not fully encouraged to count and calculate during play or practical activities, such as when setting the table at meal times, to further enhance their mathematical skills.

Many role-play items are provided for children to re-enact life at home, dressing up and pretending to shop and cook. Outside, children develop their balancing and coordination skills as they play on climbing frames, slides and with wheeled toys. Regular walks to the park and places of interest help children to become familiar with their environment, and some toys and resources that reflect positive images of race, culture, gender and disability help to support children's understanding of diversity. The childminder works closely with parents to help support all children, including those with additional needs or those who have English as a second language.

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?	3
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?	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