

Inspection report for early years provision

Unique reference number EY383456
Inspection date 12/05/2009
Inspector Wendy Brooks

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 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 two children aged three years and 12 years in the Prescot area of Merseyside. The playroom, bathroom and kitchen on the ground floor are used for childminding purposes. There is a large enclosed garden available for outdoor play. The family have a pet cat. The childminder is registered to care for a maximum of five children at any one time. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder is aware of children's individual interests and these are considered when providing activities. The childminder demonstrates an awareness of the areas for development and how to improve the provision for the children who attend. Partnerships with parents and carers assist the childminder in meeting children's needs. Children are encouraged to learn about their local environment and develop their understanding of diversity.

What steps need to be taken to improve provision further?

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

- use the observations and assessments of each child's achievements to identify learning priorities and plan relevant and motivating learning experiences for each child; match the observations to the expectations of the early learning goals
- ensure that the procedure to be followed in the event of a child going missing is readily accessible at all times and is shared with parents
- establish systems to monitor and evaluate the quality of the provision and use these to promote improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises. Providers must maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment & equipment).

27/05/2009

The leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a clear understanding of her responsibility in this area. She is aware of the procedures to follow should there be any concerns regarding a child's welfare and up to date written documents and contact numbers are in place. Written policies with regard to complaints and uncollected children are held in the childminder's file and available for parents to view. However, there is no copy of the procedure to be followed in the event of a child going missing.

Partnerships are established with parents and information is shared with them on a daily basis with regard to children's activities and general welfare. Children's individual needs, preferences and routines are discussed when children first attend and the childminder takes these into consideration when planning the day's activities. Steps in children's development, such as toilet training and using an open cup instead of a lidded beaker are discussed with parents to ensure all carers work consistently to promote children's progress. The childminder takes minded children to a local nursery and is kept up to date of children's achievements and the activities they are involved in while at the nursery. Written contracts are in place for each minded child which details all the required information and parental consent for emergency medical treatment or advice is obtained.

The childminder has not begun to use any form of self-evaluation record in order to reflect on her provision. Some areas for development have been identified by the childminder, but no record of these areas or steps taken to make improvements has been maintained. Therefore, the childminder is not able to evaluate the impact any actions taken to improve the setting have on the children who attend.

The quality and standards of the early years provision

Children have the use of one main room while at the childminder's home. Sufficient space is provided for children to move freely and there is a dining table used for children's activities in addition to meal times. A range of resources are freely available for children's use, which are stored in low level boxes so that children can help themselves to whatever resources they choose. Children spend time colouring printed pictures, drawing on the chalk board and dressing up in a variety of costumes. A large rear garden is available for children to access outdoor play on a regular basis. Children enjoy riding on wheeled toys, playing on the slide and see-saw and jumping on the trampoline, under supervision. The childminder also provides some planned activities, such as baking and art and craft activities throughout the week. Children attend on various days and the childminder provides a mixture of outings and weekly activities to meet children's interests and preferences. Children spend time socialising with other young children at playgroups and play centres and learn about their local environment on outings to nature reserves and local parks.

The childminder has begun to compile a development folder for each child within

the early years age group. Photographs of the children involved in activities and some of the children's drawings have been included with brief comments about what the children are doing. The childminder has not used these observations to assess the development children are making across the six areas of learning or to identify next steps in their progress.

Children begin to take part in daily hygiene routines, such as washing hands after using the toilet, although their understanding of keeping themselves healthy is not fully promoted, for example, children are not always encouraged to use a tissue to wipe runny noses. The childminder provides food and drink for minded children, such as diluted fruit juice, milk, yoghurts and apple pieces as a snack, and meals, such as sandwiches, pasta and boiled eggs with toast. The family has a pet cat which spends time with minded children. The childminder ensures all the cat's equipment is stored out of access to minded children and keeps up to date with the cat's health care. The childminder is aware of safety issues within the home and garden and has taken steps to protect children from harm, by the use of safety gates and cupboard locks. However, no risk assessments have been carried out for the premises or any outings. This is a requirement in regulations. Children are beginning to understand about keeping themselves safe in an emergency as the childminder has introduced the fire drill procedure to them.

Children are encouraged to share resources and respect other's needs. Some cultural and religious events are celebrated, such as St. Patrick's Day and Chinese New Year and a selection of resources are available in children's everyday play which promote positive images of diversity. Children's economic well-being is promoted through everyday activities, such as developing number skills as children count the steps up to the slide, and share out pieces of apple into bowls at snack time.

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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5) 27/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5) 27/05/2009