

Inspection report for early years provision

Unique reference number	EY383887
Inspection date	19/06/2009
Inspector	Michele Anne Villiers
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 two and eight years, in a suburb of Liverpool, close to shops, parks, schools and public transport links. The whole of the home is used for childminding, with the exception of the bedrooms. There is a garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child under five years. She also offers care to children aged over five years. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder transports children in a vehicle to places of interest and regularly takes them to toddler groups.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides a welcoming and inclusive environment, valuing children as individuals and effectively promoting their welfare and learning. She has a good awareness of her strengths and weaknesses and has started to devise suitable methods of self-evaluation. This demonstrates a keen commitment to maintaining continuous improvement in order to benefit the children. Most policies and procedures are in place and generally good systems are used to monitor the children's progress.

What steps need to be taken to improve provision further?

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

- update the written safeguarding policy to include the procedure to follow in the event of an allegation of abuse being made against the childminder or any other adult within the home
- further develop self-evaluation procedures as a basis of ongoing review and assessment, and meaningfully involve parents and carers
- continue to develop systems to monitor the children's progress, based on initial profiles, and use the information to identify their next steps.

The leadership and management of the early years provision

The childminder provides a bright and welcoming environment in which children can feel secure. Formal risk assessments help to ensure that safety measures are in place and children are protected from harm during play, both within the home and whilst on outings. Since registration, the childminder has addressed actions, installing more safety gates and extra smoke alarms in order to improve safety. She has completed training workshops on the Early Year Foundation Stage and baby sign language and has started to monitor her provision. However, self-evaluation records contain limited information.

The childminder organises her documentation well and has clearly written policies and procedures for effective management and to inform parents about her provision. However, the written safeguarding policy does not state the procedure to follow should an allegation be made against the childminder. Good health and hygiene procedures are in place to help prevent the spread of infection and the home is clean and well maintained.

The childminder has a good awareness of equal opportunities issues and positively values children's individual needs. She has established close relationships with parents, which has a positive impact on the children's welfare, learning and development. Questionnaires are used to obtain parental feedback. Information is shared on a daily basis with parents through informal discussion and through sharing children's daily diaries, keeping them up-to-date on activities and their child's progress.

The quality and standards of the early years provision

The childminder has a good awareness of how children learn and how to help them make good progress towards the early learning goals. She enthusiastically motivates the children, using play opportunities to foster their understanding of number, language and literacy. She comforts babies with cuddles and words of affection and provides them with appropriate toys and resources to support their growing needs. For example, she gives them simple shape sorters and easy to manipulate toys to foster their dexterity and colourful objects and sensory resources that capture their interest.

The daily routine is flexible with a good balance of adult-led and child-initiated play opportunities, taking into account the children's interests. Children enjoy visits to the library, park and local playgroups. The childminder closely monitors the children's progress and records her findings through photographs and written captions in individual 'Learning Journals', with links to the children's next steps. Some information is obtained with regard to the children's initial profiles and documented in 'All about me' booklets. However, limited information is recorded about their initial abilities. Parental involvement is very much encouraged and parents' comments are included in the children's progress journals.

During play, the childminder constantly talks to the children, using good questioning and repetitive language to enhance their communication skills. Children enjoy looking at books and listening to stories and the childminder captures their interest as she talks about the pictures, discussing the characters, naming the colours and counting the objects. Children have opportunities to practise their early writing skills whilst drawing and painting and older children begin to recognise letters and simple words. Babies and young children make connections and learn about cause and effect as they press buttons on sensory toys to create visual and sound effects.

Children develop well in their physical skills. Babies and toddlers are encouraged to crawl and walk, with gentle persuasion to stretch and reach for their toys. They

play with soft, plastic balls, rolling them along the floor and learning to catch. Children access an outdoor play area, plus regular walks to the local park, benefiting from the fresh air and exercise. The children's health is further promoted with the provision of nutritionally balanced meals. They learn about healthy choices and have fresh fruit and vegetables each day, and outside they grow runner beans and tomatoes. Some toys and resources are provided to help children learn about diversity, such as books and puzzles reflecting positive images of culture and gender, and dolls in wheelchairs and with walking aids.

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?	2

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?	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

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