

## Inspection report for early years provision

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<b>Unique reference number</b>	322316
<b>Inspection date</b>	19/10/2009
<b>Inspector</b>	Elizabeth Margaret Grocott
<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.

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## **Description of the childminding**

The childminder was registered in 1995 and lives with her husband, who is also a registered childminder, and their adult son in the West Derby area of Liverpool. The whole of the ground floor is used for childminding and the bathroom on the first floor. There is a secure garden to the rear of the property for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder's home is accessible, with the exception of the bathroom on the first floor as there is no lift.

The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age group. When the childminder works with her husband she is registered to care for a maximum of 10 children under eight years, of whom six may be in the early years age group. There are currently 15 children attending, of whom 10 are within the Early Years Foundation Stage (EYFS). The childminder goes to local schools and toddler groups, and has achieved 'Children come first' which is a recognised quality assurance scheme. The childminder receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a welcoming family home. They are happy and settled in the childminder's care and outcomes for their learning are positively promoted. The childminder has a clear understanding of how to promote an inclusive environment for the children in her care and has effective systems in place to share information with parents or carers. The childminder is committed to improvement and enthusiastic about undertaking relevant training. Although all records are appropriately maintained, there are some minor weaknesses in risk assessment.

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

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

- ensure observation across the six areas of learning supports continuous assessment to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- develop the record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.

## **The effectiveness of leadership and management of the early years provision**

Clear and comprehensive policies and practices are in place to ensure children's safety; the policies are shared and discussed with parents. The childminder ensures children's safety by keeping herself up-to-date with safeguarding training. She is aware of the possible indicators of abuse and neglect and the procedures to follow should she have a concern about a child in her care. Adults in the family home have been checked to ensure their safety around children. Children are helped to learn about keeping themselves safe as they are encouraged to practise the fire evacuation procedure and note where smoke alarms are situated. Children are reminded not to run inside in case they slip and hurt themselves and are taught how to cross roads safely. This further promotes their understanding of keeping themselves safe. The childminder has a clear understanding of how to keep children safe as she has identified and addressed potential hazards to children within the home. For example, a safety gate is placed at the entrance to the playroom so that children do not have unsupervised access to the kitchen. However, the assessment has not been signed and dated.

The childminder demonstrates her ability to consistently improve as she attends training courses, such as first aid, safeguarding, food safety, baby sign language and den making as well as EYFS training. These courses help to develop knowledge and understanding and in turn improve outcomes for children. The recommendation made at the last inspection has been addressed, resulting in more information for parents about exclusion periods for infectious illnesses.

The childminder works well with parents to provide consistency for children. They share information on a daily basis about children's achievements, care and learning. Babies have a daily diary to promote good communication and younger children's parents are kept up-to-date with examples of their work and photographs of them at play. Each term the child's folder is sent home so that parents can see the progress being made and make comments. Questionnaires are used as a way of seeking parents' views and their suggestions. Letters and cards indicate that parents are very pleased with the service provided. They particularly appreciate the childminder's flexibility in meeting their working needs, the 'first class care' provided and the thoughtfulness of the childminder. Other partnerships have been developed with those who also provide the EYFS. The childminder receives weekly updates from the local school nursery about topics they are covering. They have regular communication with the teacher about progress being made and use the information about the topics to build on what the children have done at nursery.

## **The quality and standards of the early years provision and outcomes for children**

The childminder has a good understanding of the EYFS and promotes children's care and learning well. She gets to know the children through collecting information from their parents and makes her own assessment by observing them

carefully. She knows individual children's likes and dislikes and their personalities. Planning is undertaken to provide activities which will enhance their learning and sustain their interest. Observations are made but as yet these are not linked correctly to the six areas of learning, although links have been made. It is not clear from planning that assessments have been used as a way of planning the next steps, but the childminder is attending a training course to support this.

The children are happy and settled in the childminder's care. They go to her for reassurance and enjoy sharing books. They particularly enjoy a music session when they choose a toy from a sack and then sing a favourite song about the toy. They learn creativity when they play musical instruments, such as drums and a key board. The children love to role play and engage in domestic tasks, such as putting the doll's clothes in and out of the toy washing machine and feeding the baby doll in her highchair. Their problem-solving skills are tested as they work out how to fit pieces into a puzzle and learn about numbers when singing favourite songs and rhymes. They develop their communication skills as they speculate which sounds certain animals make and what foods they eat. Their physical skills are stimulated as they run, climb, ride, slide and balance on the outdoor equipment available. Children are encouraged to value others as they celebrate Diwali with a party and make Rangolli patterns.

All children are encouraged to be healthy. They are provided with balanced meals and snacks and plenty of fluids throughout the day. Children enjoy their picnic lunch of cheese, corn snacks, cucumber, strawberries and ham sandwiches. They know their hands must be clean before eating and enthusiastically wash them and dry them carefully. Hygiene is promoted within the home as all nappy changes are carried out with gloves being worn and the changing mat is cleaned thoroughly between each child. Children are taught to develop skills for the future when they look at books, recognise some of the letters in their name and use numbers in daily routines, such as counting how many cushions are needed for the number of children present.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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