

Inspection report for early years provision

Unique reference number	503914
Inspection date	10/07/2009
Inspector	Elaine Murray
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 2001. She lives with her husband, adult son and child aged 12 years old in Wavertree, Liverpool. The whole of the ground floor and upstairs bathroom and of the childminder's house are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years old at any one time. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Registers. There are currently five children attending who are within the Early Years Foundation Stage (EYFS). The childminder also cares for children between six and eleven years before and after school. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The childminder attends the local toddler group and children's centres. The family have a pet dog, cat and rabbit.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder establishes positive relationships with children and cares for them in a welcoming and inclusive environment. Most aspects of children's welfare are appropriately promoted, and the childminder pays good attention to ensuring children's safety. She works appropriately with parents to meet children's individual needs, but has yet to establish links with other providers of the EYFS where children attend more than one setting. Most required records are effectively maintained. The childminder has begun to evaluate her provision, and has a satisfactory understanding of the strengths of her provision, and areas for development. She has identified the need to develop her knowledge of early learning goals and assessment procedures.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating experiences for each child
- take steps to ensure a regular two way flow of information with other providers caring for children in the EYFS
- develop children's understanding of healthy eating to support them in making healthy choices about the food they eat.

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

- keep a record of accidents and first aid treatment, which is shared with parents (Safeguarding and welfare)
- keep a written record of complaints and their

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24/07/2009

outcome. (Safeguarding and welfare)

The leadership and management of the early years provision

The childminder organises space and resources well to ensure that children have ready access to indoor and outdoor play areas. She has a satisfactory awareness of equal opportunities issues and positively values and includes children. The childminder demonstrates a sound awareness of some of the strengths and weaknesses of her provision. Since the last inspection she has undertaken training in the EYFS and food safety, to improve the quality of her provision. This has a positive effect on children's welfare and learning. Children benefit from the positive links the childminder has established with parents. The childminder ensures that her written policies and procedures are shared with parents so that they have a clear understanding of how her service works in practice. Information on the care of their children is informally shared through verbal feedback at handover times. However, the childminder has not established systems to share information with other providers of the EYFS where children attend more than one setting. The childminder has a good awareness of safety issues, and has a very thorough approach to risk assessment. She has carried out a risk assessment of the premises and outings, which is regularly reviewed, and assesses the risks to children of each activity she plans. This approach helps to ensure that children are kept safe.

Children are protected as the childminder has a sound knowledge of the signs and symptoms of child abuse and the procedures to be followed. She has arranged to undertake further training relating to safeguarding children in the near future to develop her knowledge and understanding. The childminder does not ensure that all accidents are appropriately recorded, and has not established a complaint record as required by the EYFS.

The quality and standards of the early years provision

The childminder has a warm, caring approach. She interacts well with children to develop their self-esteem. As a result, children feel valued and are happy in her care. The childminder positively includes children. For example, older children are sensitively included as she changes a baby's nappy, discussing and explaining her actions. The childminder provides a suitably welcoming environment. The main playroom is bright and children have access to a satisfactory range of toys at their height. Children show independence as they select their own resources. They behave well and have positive relationships with each other. Children respond to the childminder's encouragement and consistent approach to promoting good behaviour. The childminder is developing her knowledge of the EYFS learning requirements and guidance. She has a satisfactory understanding of the six areas of learning, and plans a suitable range of activities for children which develop learning appropriately. The childminder makes observations of children's learning and has begun to record these. She makes appropriate use of some observations to plan children's next steps. For example, an observation that a child was

beginning to identify colours was used to plan more activities to develop this learning. However, her observations are not always effectively used to identify learning priorities and plan relevant and motivating experiences for each child. Therefore, children's progress in learning is not always developed to the full. Children enjoy their time in the childminder's care. They independently choose books to share with the childminder and show a keen interest as she reads to them. Children explore paint and learn to count as they take part in making hand prints. The childminder follows children's interests to develop learning, for example, providing more musical instruments and opportunities to sing rhymes for a child who has a particular interest in this area.

Children's health is promoted appropriately as they make regular use of the outdoor area for physical play. They are provided with a range of nutritious home cooked meals, and enjoy fresh fruit for snack. However, the childminder does not sufficiently promote children's understanding of healthy eating to support them in making healthy choices about the food they eat. Appropriate measures are in place to develop children's understanding of hygienic practices such as hand washing. Children develop an awareness of safety as the childminder discusses with them, for example, road safety procedures. Children also learn to keep safe as they regularly practice the fire evacuation procedure.

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