

Inspection report for early years provision

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Inspection date	09/09/2009
Inspector	Gillian Sutherland
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*.

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Description of the childminding

The childminder was registered 1996. She lives with her husband and adult daughter in Childwall, area of Liverpool. The whole of the childminder's house is used for minding children, and there is a secure garden to the rear of the property for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years old, of whom three may be in the early years age group. When working with her registered assistant she is may care for a maximum of six children under five, of whom no more than two children may be under one year old. There are currently seven children on roll. The childminder goes to local toddler groups and places of interest and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment where children are making progress in their learning and development. Children are settled in her care, as she has developed secure relationships with their parents, and ensures their individual needs are met. The childminder is developing her knowledge of the Early Years Foundation Stage (EYFS), and has begun to record children's progress. She has through completing the self evaluation form begun to explore ways of identifying areas for improvement within her setting, and the care she offers to the children and their parents.

What steps need to be taken to improve provision further?

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

- further develop understanding of the six areas of learning within the EYFS to assist in planning activities for children and when carrying out observations and assessment of children's progress
- continue to update the current complaints and safeguarding procedures to ensure they both fully comply with current guidance
- continue to update children's records to show that written consent for emergency treatment or advice to be sought has been obtained.

The effectiveness of leadership and management of the early years provision

The childminder organises her home to be welcoming for children, and to enable them to access the resources and equipment, making choices about their play. The childminder has a basic knowledge and understanding of the safeguarding procedures, and has readily available the contact details of the necessary agencies

should she have any concerns about a child in her care. The childminder does have written safeguarding and complaints policies, but neither quite fully comply with current guidance. Daily checks to the premises are effective in identifying and eliminating risk, and meticulously detailed written risk assessments are in place for each outing the childminder takes the children to. The childminder maintains a current first aid certificate and checks her first aid boxes regularly to ensure they are appropriately stocked. Most of the required documentation and consent forms regarding children's health and personal details are all in place and signed by parents, however, a couple of the forms have not been updated to include parental consent for the childminder to seek emergency advice or treatment. Since the last inspection the childminder has satisfactorily completed all recommendations made, which has improved the outcomes for children.

The childminder completed her training on the EYFS framework and has the appropriate documents available for reference. She has started to maintain a learning development file for each child, and to observe and assess the children's progress and to identify their next steps in learning. These development folders are available for parents to look at and discuss at any time. Effective partnerships with parents and carers are maintained through daily verbal and written exchanges of information. Parents are reassured that their child is happy and content through regular text message and telephone calls. The childminder has reflected on her current practice and is able to identify some areas for improvement, including how better she can seek the views and thoughts of the parents of the children she cares for. The childminder ensures that her home is an environment where all children and their families are made to feel welcome. This very experienced childminder has supported children with additional needs, and always works closely with them and other professionals as required ensuring their individual needs are met.

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

Children make satisfactory progress in their learning and development. They enjoy participating in an interesting range of toys and resources, which cover the six areas of learning. The childminder listens to children and develops simple conversations with them and answering any questions they have, thus developing their confidence and communication skills. Children's mathematic skills are promoted through number recognition and counting activities. They enjoy playing with the large wooden train track where they skilfully manoeuvre the train engine and carriages around the track, over the bridges as well as negotiating if they will go through the tunnel safely.

Children are confident, relaxed and settled in the childminder's care, and they are encouraged to share, play nicely and relate well to their peers, creating firm friendships. The childminder does have some 'house rules' which all parents and children are made aware of. Children learn about differences and diversity of other people through discussion with the childminder and the provision of suitable and educational resources.

Children enjoy lots of fresh air and outdoor play to promote their fitness levels. They access such play and appropriate resources in the fully enclosed garden. Children are made aware of the possible dangers outside the childminder's or their own homes. They learn to keep safe when going on outings either walking or travelling by car. The childminder ensures that they all have their safety belts on and sit on their car seats, and when walking to and from places they learn about crossing the road safely. Children are very content and settled in this homely environment. They have developed trusting relationships with the childminder and respond positively to her interaction and ideas for activities. Discussion and photographic evidence demonstrates how much they enjoy going on outings to many places of interest, including a day at the beach or a visit to Jungle Fun or Farmer Ted's.

The childminder has started to plan and maintain records of the many different activities that children participate in. Children are also involved in the planning of the daily activity programme and ask when she is going to show them the flash cards or when they complete their number books which they proudly show her what they have completed. The childminder ensures that all children are given praise and encouragement as they proudly show her their creative works some of which she then display around the playroom, thus raising their self esteem. The younger children too have great fun as they experience different textures and sounds as they explore the contents of the treasure basket, looking at the bright colours of different objects, the smooth feel and shape of the wooden ones and the noise made by some of the rattles.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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