

## Inspection report for early years provision

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<b>Unique reference number</b>	EY136718
<b>Inspection date</b>	23/04/2010
<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 2002 and lives with her partner and ten year old daughter in the Orrell Park area of Liverpool. The childminder uses the ground floor, and the bathroom and a bedroom on the first floor, for childminding. There is a secure, block-paved patio 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 facilities on the first floor, as the only access is via the staircase.

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. There are currently six children attending, of whom five are within the Early Years Foundation Stage. The childminder goes to local schools and toddler groups and is a member of the National Childminding Association. The childminder has achieved the Quality Assurance mark, Children Come First, and receives support from the local authority. The family has a guinea pig and some gold fish.

## The 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. She has a sound understanding of the requirements of the Early Years Foundation Stage and is currently developing assessment procedures to plan children's next steps. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice, although this is in the early stages and not effective as yet. Most regulatory policies and procedures are understood and maintained, with the exception of the safeguarding procedure and information stating who has parental responsibility for the children.

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

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

- ensure there is a procedure to be followed in the event of an allegation being made against the childminder or a member of the childminder's family (Safeguarding and welfare) 23/04/2010
- ensure there is information about who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and welfare). 23/04/2010

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

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach
- extend reflective practice and self-evaluation to identify the setting's strengths and priorities for development to improve the quality of provision for all children.

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

The childminder and her family have undertaken the necessary checks to ensure their suitability to be around children. Visitors to the home are minimised when childminding takes place, and the childminder has a sound awareness of safety issues and has carried out a risk assessment of the premises and outings, which is regularly reviewed. She has an arrangement with the children's parents and another local childminder, should an emergency situation occur that would prevent her from offering her service at short notice. Her knowledge of the signs and symptoms of child abuse, and the procedures to be followed, is enhanced as she attends regular training in this area. However, she does not have a procedure to follow should an allegation be made about herself or a family member. This is a breach of the requirements of the Early Years Foundation Stage. Children learn to keep themselves safe by practising the emergency evacuation procedure regularly. Records of these practices are held.

The childminder's commitment to improvement is positive. She regularly attends training courses to up-date her knowledge and improve the outcomes for children. Recent training includes food safety, learning and development and developing positive relationships. She has also made some changes since the last inspection; for example, she ensures that all parents sign to give permission for the childminder to seek emergency medical advice or treatment, should the need arise. The childminder has begun to reflect on her practice, identifying some weaknesses in the delivery of the learning and development requirements. However, this is not yet entirely effective in improving the outcomes for children.

Positive relationships have been developed with parents as the childminder has regular discussions about the children, both verbally and via text. She shares her policies and procedures through an accessible and well-constructed parent folder, and keeps most of the regulatory paperwork up-to-date. The folder also contains details on insurance, and references from other parents. However, the current contracts do not indicate who holds parental responsibility for children in her care. Again, this is a breach of the requirements of the Early Years Foundation Stage. Parents' satisfaction about the service is reflected in their very positive feedback.

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

Children are settled and happy in the childminders care. She has a sound knowledge of the Early Years Foundation Stage learning requirements and guidance. She is familiar with the six areas of learning and plans a range of activities for children, developing some effective learning. Children enthusiastically play football with her outside and engage in role play, mending the prams with the tools. Young children are engaged throughout their time at the childminder's by interesting toys and games. They benefit from the childminder's close support and enthusiastic response to their achievements. The childminder completes regular observations of the children, but as yet, these are not used to plan their next steps. Files, containing samples of the children's work and photos of them during play, indicate their developmental progress and learning needs. The childminder has a satisfactory awareness of equal opportunities issues, and positively values and includes children.

The childminder organises many exciting trips out, such as train rides, and visits to the park where they can swing and slide and have picnics. She also takes the children swimming. Children enjoy and adopt a healthy lifestyle as they have daily opportunities for fresh air and exercise, as they walk to local schools and pre-schools, go for walks and access the garden where they play. They show care towards one another, form positive relationships within the setting and are developing their understanding of taking turns and sharing, with the support of the childminder. Children behave well; they are aware of what is expected of them through familiar routines and clear appropriate explanations. The childminder encourages children to gain an understanding of difference; for example, they have daily access to resources that reflect different cultures and disabilities. Children gain an awareness of different religious and cultural festivals through craft and celebratory parties.

Children learn about problem solving through doing jigsaws, playing counting games and discussing opposites. Their communication, language and literacy is developed by visiting the library, where they learn to respect books and enjoy stories. Children enjoy singing songs and rhymes and develop physical skills as they jump on the trampoline, learn to balance on scooters and throw, catch and kick balls. Children learn to make healthy choices as healthy eating is promoted. The menu provided is home cooked and has a balance of nutrition. Children enjoy soups, spaghetti bolognese and jacket potatoes. They are aware of good hygiene practices as they independently wash their hands after using the toilet.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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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