

Inspection report for early years provision

Unique reference number	EY302678
Inspection date	30/10/2009
Inspector	Jean Evelyn Thomas
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder register in 2005. She lives with her husband and two children aged over 16 years in West Kirby, Wirral close to shops, parks, school and public transport links. The ground floor of the childminder's home is used for childminding. The family have three dogs, three guinea pigs and fish. It is a non-smoking environment. There is a fully enclosed rear garden for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group after school. She also offers care to children aged over five to 11 years old. The childminder is registered on Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder takes children to local parks, libraries and other places of interest on a regular basis. She is a member of the National Childminding Association, and receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes children's welfare and development within a welcoming and inclusive setting. The partnership with parents contributes to meeting children's welfare needs. The implementation of the Early Years Foundation Stage (EYFS) is in its infancy and systems to support individual children's progress towards the early learning goals are continuing to be developed. The childminder's self-evaluation systems have not identified the gaps in meeting legal requirements, which impacts on children's safety.

What steps need to be taken to improve provision further?

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

- notify Ofsted of any change of persons aged 16 years or older living on the premises (Suitable people) 18/11/2009
- carry out a full risk assessment for each type of outing. (Safeguarding and promoting children's welfare) 18/11/2009

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

- further develop the systems for observing, assessing and planning for individual children and involve parents in the process to promote continuity and progression

- further develop self-evaluation systems to prioritise improvements and to monitor the maintenance of statutory requirements are met.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of appropriate safeguarding procedures. She gives parents a copy of her safeguarding procedures, to make them aware of her responsibility to protect children from harm. However, the childminder has not completed the required procedure to enable Ofsted to carry out suitability checks on all persons over the age of 16 years living on the premises. This is a breach of a legal requirement. Although the childminder considers the strengths of the provision and areas for improvement the systems, do not help her to ensure all statutory requirements are being met. She values contact with other childminders as part of her self-evaluation process. The childminder has successfully met the recommendations from the last inspection to improve outcomes for the children. As recommended the childminder requests parental permission to seek emergency medical advice or treatment, the records show children's actual hours of attendance and the evacuation plan is practiced with the children. She has attended training workshops for implementing the EYFS to support her understanding of the of the current framework.

The childminder is committed to providing a suitable and stimulating environment for children in her before and after school service. She does provide the occasional full day care service to cover school staff training days if requested by parents. The childminder fully respects the uniqueness of each child and their differing needs, especially after a busy day at school. She creates a welcoming and inclusive environment for children and parents, where equality of opportunity is promoted. The childminder does not stereotype play resources, resulting in all children enjoying and benefiting from the full range of play materials. She helps children to value different aspects of their own and other people's lives through discussion and resources, which reflect the diversity of society. The childminder promotes children's awareness of how to keep themselves safe; for example, they practise how to cross roads safely when they are walking to and from school or in the community. However, the childminder has not produced a record of risk assessment for each type of outing as legally required.

The childminder develops positive relationships with parents and works together with them to promote the needs of the children in her care. At the inspection the parents expressed their satisfaction with the service. They appreciate the childminder's sensitivity in helping new children feel settled and secure, which include visits to the child's home before the arrangements start. Parents are provided well informed about the service through displays of information, being given copies of the policies and procedures and ongoing discussion with parents. The childminder works at the school where the children attend. This link is effectively used to liaise with children's other providers within the EYFS to complement and support continuity in children's learning and development.

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

The childminder meets children's emotional needs, which is the basis of their secure and close relationship. Consequently, the children are confident and lively. The childminder knows the children well, she is aware of their likes and dislikes. In line with the principles with the EYFS the emphasis is on the children determining the direction of their play at the beginning or end of their school day or the occasional full day at the setting. The childminder has a flexible approach to implementing her planned ideas, and actively supports children in the play of their choice. In a relaxed manner children play either individually or in a small friendship group. They are creative and use problem solving skills as they select a varied range of resources as their play plan develops. They chat to the childminder in a uninhibited manner explaining their ideas and making requests, such as a specific blanket to make a tent. The children skilfully use the computer listening carefully to accurately follow the instructions of their chosen programme. Children show a pleasure in books. They are able to freely select the books and talk to the childminder about their favourite stories.

Children walk to and from school developing an understanding and enjoyment for the benefits of physical exercise. They regularly visit the park after school where they enjoy larger open spaces and play equipment for energetic activities. Children learn about their community as they visit local places, such as the shops and the beach.

The children's play experiences and opportunities cover the six areas of learning. However, the process the childminder has in place for observing and assessing does not clearly demonstrate that consideration is given to personalised planning to help individual children's progress towards the early learning goals. Parents do not contribute to the current process to further extend children's learning and development.

The childminder is a good role model for the children's behaviour she shows them courtesy and respect. Praise is given for children's achievements. Children relate warmly to the childminder and develop a sense of identity and belonging at the setting. The childminder provides substantial, healthy snacks and drinks to meet children's dietary needs and to respect parents' preferences. Good hygiene routines are in place. Children are aware that they need to wash their hands after having contact with the family pets, to protect them from any risk of infection.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----