

## Inspection report for early years provision

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<b>Unique reference number</b>	EY334892
<b>Inspection date</b>	20/10/2009
<b>Inspector</b>	Jean Evelyn Thomas
<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.

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 registered in 2006. She lives in Walton, a suburb of the city of Liverpool, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. There are no pets and it is a non-smoking environment.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than four of whom may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and nurseries 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 inadequate.

The childminder is committed towards continuing her training to develop her qualifications and knowledge of childcare practice. She provides a good range of resources for children's welfare and learning needs. The childminder recognises and values the uniqueness of each child and she works in partnership with parents to promote continuity in their welfare and development. The childminder's self-evaluation systems have not identified the breaches of a number of the legal requirements which impact on children's safety and on meeting their needs.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the required record of information is in place for each child (Documentation) 03/11/2009
- maintain a daily record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 03/11/2009
- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or an incident (Documentation) (also applies to both parts of the 03/11/2009



- Childcare Register)
- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) 03/11/2009
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare). 03/11/2009

To improve the early years provision the registered person should:

- further develop the arrangements for observations, assessments and planning to ensure consistency in supporting children's progress across the six areas of learning towards the early learning goals
- develop further the self-evaluation systems to improve outcomes for children.

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

The childminder has a secure knowledge and understanding of safeguarding policies and procedures. She has undertaken additional training to support her knowledge of child protection issues. However, there are omissions in the maintenance of the legal documents, which impacts on the children's safety and welfare.

The systems for self-evaluation are in their infancy and are currently not in a written format. The childminder considers the strengths of the provision and areas for improvement. She has successfully met the recommendations from the last inspection to improve outcomes for the children. As recommended she has developed her knowledge of child development. To achieve this she has attended a number of appropriate training sessions including the Early Years Foundation Stage (EYFS) and is undertaking a National Vocational Qualification at level 3 pertaining to childcare and education. The childminder promotes equality of opportunity. She 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, activities and a range of resources that reflect different cultures and disability. The childminder has increased the range of resources available and activities organised that support children's understanding about the diversity of society and healthy eating, as previously recommended.

The childminder creates a welcoming and inclusive environment for children and parents. She is committed to providing a suitable and stimulating environment for children's play and learning. She promotes children's awareness of how to keep themselves safe; for example, they practise how to cross roads safely when they are out in the community and how to evacuate the property in an emergency. However, the childminder has not produced a record of risk assessment for the setting or carried out a full risk assessment for each type of outing. These are breaches of the legal requirements.



Partnerships with parents are effective because the childminder is committed to providing them with regular written and verbal information about their child. Parents are provided with the childminder's policies and procedures, which informs them of the type of care their child can expect to receive. In addition to this, a wealth of information is on display including the EYFS poster, training certificates and the certificate of registration. Parents' written comments state that they very happy with the quality of care and the progress that their child is making. Good links are established to share information with children's other providers within the EYFS, such as nursery schools.

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

Children are happy and settled in the homely atmosphere in which the childminder provides new experiences and appropriate opportunities to develop their play and learning. The childminder knows children very well and has a good understanding of children's likes, dislikes and capabilities. The childminder formally plans to ensure the children experience a balance of activities across the six areas of learning. The childminder observes, assesses and plans for the individual children. She uses the EYFS framework to help track children's progress towards the early learning goals. The childminder maintains a photographic record of the children to evidence their progress. However, the current system does not clearly show children's progress across the six areas of learning.

The childminder provides children with an organised environment which helps them to become independent and active learners as they select their own toys and activities, enabling them to initiate their own play. The childminder listens to children, develops conversations with them and answers their questions, developing their confidence and communication skills. Children's mathematic skills are promoted in everyday situations and through a variety of activities, such as action rhymes. The children sing familiar rhymes with reference to number and position. As they sing together the childminder uses her fingers as a visual image of the number they are singing about to support the children's understanding of number value. The children have fun as they move their bodies in different positions in response to the rhyme. The children's imaginative and creative play is well supported. They enjoy creating a farm with small world people, vehicles and animals. The children pursue role play with the play kitchen and utensils, re-enacting their own experiences and observations. As they play, the childminder skilfully talks to the children about the dangers of a hot cooker to help them learn to look after themselves. The children confidently determine the direction of their play and the childminder respects their choices. The children have a selection of interactive and computer toys which they show great interest in exploring. They twist buttons and lift flaps to make noises and press letters and numbers on the keyboard. Children smile with delight at their success, which is acknowledged by the childminder. Consequently, children's self-esteem is nurtured giving them the confidence to 'have a go' to complete tasks themselves. Developing these aspects of the children's personalities creates their positive attitude towards learning, which consequently impacts on their future economic well-being.



Children have daily opportunity to play outside in parks or open spaces where they can enjoy energetic activities and play on different apparatus. They regularly visit parks, which helps them understand the natural world. Children learn about their community as they go on outings to places such as shops, the urban farm and the library.

The childminder promotes positive behaviour and she offers children lots of praise and encouragement. Children relate warmly to the childminder and develop a sense of identity and belonging in her home. Good hygiene routines are in place and the childminder offers a choice of healthy snacks and drinks to meet children's dietary needs and to respect parents' preferences. The children are encouraged by the childminder to try new tastes and textures. Activities are organised to support children's understanding of healthy eating, such as baking and involvement in snack preparation. Attractive wall displays promote visual images of a healthy lifestyle through exercise and eating habits.



## 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>	4
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>	4
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	4
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	2

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

The quality of the provision in the Early Years Foundation Stage	4
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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	4
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 03/11/2009
- take action as specified in the early years section of the report (Records to be kept). 03/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 03/11/2009
- take action as specified in the early years section of the report (Records to be kept). 03/11/2009