

Inspection report for early years provision

| | |
|--------------------------------|-------------|
| Unique reference number | EY392397 |
| Inspection date | 02/12/2009 |
| Inspector | Jane Shaw |
| 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).

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 was registered in 2009. She lives with her partner and one child aged two years old, in St. Helen's, Merseyside, close to parks, shops, schools, pre-schools, other childcare groups and transport links. The whole of the downstairs of the childminder's home is used for childminding, plus access to the bathroom on the first floor. The children also have access to a rear garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years old at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local pre-schools and takes children to local toddler groups regularly. She holds appropriate early years qualifications and is a member of the National Child Minding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an environment where all children are welcomed. She is aware of each child's individual needs and overall their welfare needs are met appropriately, so that they are protected from harm. The childminder's suitable understanding of the Early Years Foundation Stage, as well as learning and development requirements, means that children make satisfactory progress towards the early learning goals. The childminder recognises the importance of, and has completed, a self-evaluation, demonstrating a commitment to continuous improvement through this document and during discussion. Positive partnerships with parents and carers ensure that they are kept fully up to date with their child's care and general well-being. The development of partnerships with other settings the children attend, is an area for development.

What steps need to be taken to improve provision further?

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

- maintain an accurate daily record of the names of the children looked after on the premises showing their hours of attendance
- 15/12/2009

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

- ensure risk assessments are dated and public liability insurance document available

- carry out regular fire evacuation drills and record details showing any problems encountered and how they were resolved
- consider implementing systems for recording children's development and achievements on an individual basis
- develop systems for the sharing of relevant information with other settings to ensure effective continuity and progression of children's learning.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded, as relevant checks with Ofsted are in place to determine suitability, and the childminder confirms no changes in circumstances since these checks were completed. The childminder has a clear understanding of the need to protect children from harm and is aware of the indicators of abuse. She has a written child protection policy, which is shared with parents, to ensure that they are clear about the childminder's responsibility to protect their children from harm.

The childminder has completed risk assessments of her home and outings, to ensure the safety of children whilst in her care, however, these have not been dated. All legally required records and documents are in place, however, the daily attendance register is not kept up to date, and she has not yet received her public liability insurance certificate from the NCMA. Children's records are kept in individual wallets, therefore, confidentiality is maintained.

Positive partnerships with parents and carers support children's placements. They have access to the childminder's policies and procedures at the introductory stage, they are asked to read these, and to sign to say that they have read certain ones. Policies and procedures are reviewed on a regular basis, to ensure they continue to be appropriate. Verbal feedback is given to parents and carers as they collect their children at the end of their minded day, along with a daily diary, detailing food, activities and any information regarding their general care and well-being. This is particularly important when other nominated people collect children. Parents and carers complete an 'all about me' sheet, which reflects children's likes, dislikes and some developmental starting points. Links with other settings the children attend are not yet in place and is an area of ongoing development, to ensure continuity in children's learning and development. The childminder retains a book, where she records observations of all children's activities and abilities. However, this is not an individual record of children's development and achievements, and does not track progress or show the next steps in their learning. This is an area for improvement following this inspection.

The childminder has completed a self-evaluation form, she is aware of her strengths and areas for development. She has plans in place to address her identified areas for improvement, for example, parental questionnaires to seek views on her provision. The childminder has completed the required pre-registration training, is experienced in working with young children and shows a commitment to her continued professional development, through attending short training courses. She is currently undertaking a formal qualification.

Children have independent access to a variety of resources, for example, younger children select from the range of age appropriate toys. Children enjoy a variety of indoor activities organised across the two downstairs rooms, and enjoy outdoor activities within the rear garden or away from the childminding setting.

All children are welcomed into the setting and have equal access to all the activities on offer. They have independent access to a number of resources and materials, such as, books, play figures and posters to promote their understanding of diversity, and the childminder has plans to celebrate a variety of festivals in a number of ways, for example, tasting food from around the world.

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

Children are happy and settled in the childminder's care and are able to freely access the variety of age appropriate resources available. Younger children access a number of different shape sorters, noisy toys, and books from the book shelf or storage box, promoting their independence and encouraging them to become active learners. The childminder interacts in a positive and calm manner with children, encouraging and supporting them in their activities where appropriate. The childminder has a secure understanding of the areas of learning and provides the children with a range of activities and opportunities based upon their interests. The occasional planned activity provides a balance of child-initiated and adult-led activities. The childminder completes observations of children's activities, recording them in a book. The childminder makes good use of the guidance document, as a means of reference for the planning of activities for children.

Children learn about keeping safe, as they are reminded about using tools and resources safely. Babies appear safe as they happily leave the childminder's side to explore their environment, seek comfort when tired and support when wanting a story. However, children do not currently practise emergency evacuations to further support their understanding of staying safe.

Children develop positive relationships and communication skills from a young age, which are well fostered due to the childminder's interaction. They develop an understanding of their own environment, as they visit local places, such as, the park to feed the ducks. They also have access to resources, activities and discussions, making them aware of the wider world and diversity, and are learning Makaton. Children are confident and are developing self-help skills, as they wipe their hands and face before and after meals, and as they select resources for play. They enjoy listening to stories and are aware of how to use books correctly. Younger children have 'conversations' with the childminder and are able to make themselves understood.

Children are beginning to develop an understanding of mathematics, for example, younger children use a variety of resources to help them match and sort shapes. The childminder uses everyday events, such as, snack time, to encourage spontaneous counting activities. Physical development is promoted, as children

play with resources in the garden which include wheeled toys, as they play in the park and climb the stairs to use the bathroom. Their hand eye coordination is progressing as they are involved in craft activities and activities that require dexterity, such as shape sorters and jigsaws. They explore sounds using the interactive toys, listen to music and dance. Children enjoy creative and sensory activities, enjoying the feel of play dough as they create models.

The childminder has effective procedures in place to promote children's good health through the daily routine, for example, being encouraged to wash hands regularly, by having healthy meals and regular opportunities for outdoor play. Children's behaviour is appropriately managed and as a result children are well behaved and actively engaged in activities.

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 | 2 |

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 | 2 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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 |
|--|---|

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 | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| 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 |
|--|-----|