

Inspection report for early years provision

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Inspection date	01/02/2010
Inspector	Jean Evelyn Thomas
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*.

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 with her husband and two children aged five and nine years in Formby, Merseyside close to shops, parks, school and public transport links. The rear lounge, conservatory, playroom and kitchen on the ground floor level are used. The toilet and sleeping facilities are situated on the first floor. There is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of whom may be in the early years age range. The childminder is currently minding three children in the early years age group. She also offers care to children aged over five to 11 years old. The childminder is registered on the 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder promotes children's welfare, learning 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) and systems to support individual children's progress towards the early learning goals is continuing to be developed. The childminder's systems for self-evaluation are at the early stages of implementation and have not identified the gaps in meeting legal requirements, which impacts on children's safety and well-being. The childminder is in breach of her registration conditions.

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 safeguarding policy is effective and includes the procedure to be followed in the event of an allegation being made against the childminder and/or her family (Safeguarding and promoting children's welfare). 15/02/2010

To improve the early years provision the registered person should:

- further develop the evaluation of the provision in order to inform clear plans for future improvement
- plan for children's next steps in their learning and development to help them achieve their full potential and to support their progress towards the early learning goals
- develop systems to enable parents to contribute to the observation, assessment and planning process and further develop links with the other settings delivering the EYFS to the minded children to promote continuity and progression.

The effectiveness of leadership and management of the early years provision

The childminder has a generally secure understanding of appropriate safeguarding procedures. However, her knowledge of the required notification procedure regarding safeguarding allegations is not secure. Parents are made aware of the childminder's responsibility to safeguard children through the sharing of her written policy. Children are protected through the childminder's ability to identify and eliminate risks, with risk assessment documents completed on areas of the home and outings. The childminder is caring for more children than the conditions of registration allow. This is an offence; however, on this occasion Ofsted does not intend to take further action.

The childminder has started to evaluate her provision though has not yet sufficiently developed the use of self-evaluation to promote continuous improvement. She is committed to developing her knowledge and skills through attending training courses, such as EYFS workshops and food hygiene training, to improve her practice. The childminder is adapting her practice to implement all aspects of the EYFS and she recognises the subsequent benefits for children. The recommendations from the last inspection have been met. Written parental consents are obtained regarding aspects of children's welfare as required and the safety issues have been addressed.

The childminder's home is well organised to give children freedom of movement and choice of play activities. The main playroom is a bright and welcoming area with children's artwork on display. The childminder deploys resources well, with the provision of a varied range of learning experiences which are age-related and appropriate for supporting the children's stages of learning and development. The childminder makes good use of external resources, such as the parks and toddlers groups, to add to children's enjoyment.

Effective partnerships are established with parents. Documented information is shared to give parents a clear insight to the provision, including training certificates, policies and procedures, and information detailing the EYFS. The childminder provides parents with their own copy of the her policies and procedures. The childminder ensures that parents are kept informed of their child's welfare and progress. She works with them to support children, such as toilet training, to ensure consistency for children. The childminder has contact with other

settings who deliver the EYFS to the children she minds. However, opportunities to share information on children's individual progress to these providers to promote continuity and progression have not been developed.

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 and providing a range of resources that reflect different cultures and disability.

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

Children are happy and settled in the care of the childminder and spend their time engaged in age-appropriate activities which sustain their interest. The childminder and children have fun together; the children obviously enjoy her involvement in their play. The childminder suggest they play a shopping game, which helps nurture children's understanding of healthy eating. From this adult-led activity the children develop their own play idea and create a shop. They gather a variety of play resources they require including a cash till, crayons, paper, money, play food and bags. The childminder's involvement promotes literacy and numeracy as she asks questions and encourages counting as they play. In creative play children demonstrate their problem-solving skills as they place items into the shopping bags and sort and match the game cards. Children use writing materials to write 'the shopping list', showing their understanding of writing for a purpose.

Language development is strongly promoted and children are confident communicators. They talk about their play ideas and enjoy talking about their family and reflect on past activities shared with the childminder, showing an understanding of time and place. They enthusiastically participate in action rhymes. Books are attractively set out and are accessible to children at all times. The children confidently change the direction of their play and tell the childminder what they want to do next. As a result of pursuing activities of their choice, the children's level of concentration increases. This has a positive impact on developing a positive attitude towards learning and future economic well-being.

The childminder recognises the importance of children having a mix of indoor and outdoor play to support their learning and development. Children learn about the cycle of living things as they plant and grow their own vegetables in the garden. Activities such as these help support children's understanding about the sustainability of the planet's resources. Safety issues are highlighted, to encourage children to learn how to recognise and respond to risks and dangers. For example, children help to tidy away toys, knowing that they are a tripping hazard, and practise road safety on outings.

The childminder is clearly familiar with the six areas of learning within the EYFS and ensures that children have a range of activities to support their learning across all areas. She is aware that a single activity can cover more than one area of learning. The childminder knows the children well and has a good understanding of

their preferences. She had devised observation systems. However, the observations are not used to plan the next steps for children's learning and development to help them achieve their full potential. The children's individual records and learning journals, which include photographs of the children and samples of their work, are shared with parents. However, parents do not contribute to the observation, assessment and planning cycle to combine their shared knowledge of the child to support their learning and progress.

The childminder promotes children's understanding of healthy eating through discussion, activities and displays and by providing a variety of nutritious meals. At snack time the children help with the food preparation and enjoy a selection of fruits, and talk about the fruits they like best. The interaction with the childminder is warm and caring. Children are shown respect in what they say and do by the childminder, who acts as a positive role model for their behaviour. This promotes children's self-confidence. Good hygiene practice is implemented to help prevent the spread of infection. Children use individual towels for drying their hands and can identify which is their own. Posters to remind children to wash their hands are positioned above the hand wash basin. Steps are positioned next to the toilet and hand wash basin to encourage children to develop independence in completing personal care tasks from an early age.

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?	4
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?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
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	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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