

Inspection report for early years provision

Unique reference number	EY399031
Inspection date	10/03/2010
Inspector	Sharon Verma
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 was registered in 2009. She lives with her husband and child aged six years in Mossley Hill, a suburb of Liverpool, close to shops, parks, schools and public transport links. The whole of the downstairs of the childminder's home is used for childminding, along with access to the rear bedroom and bathroom on the first floor. There is a secure, fully enclosed garden for children's outdoor play. The family has a fish pond.

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

The childminder collects children from the local school and takes them out regularly to places such as the park and local library. She is a member of the National Childminding Association and the local childminder network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good understanding of each child's individual needs and a generally good knowledge of the Early Years Foundation Stage ensures children's welfare and learning are promoted well. The childminder's home is welcoming and well equipped. Children have good opportunities to develop through a wide range of experiences and play choices. The childminder works closely with parents, identifying and meeting the children's needs in an inclusive environment. Partnerships with other providers have been established to promote children's learning. The childminder has begun to evaluate her provision and demonstrates a capacity to maintain continuous improvement. Her organisation, management and documentation are good, however, there is a weakness in the medication records.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 24/03/2010

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

- further develop the systems for self-evaluation to promote the ongoing

- development of the setting
- strengthen the links between planning and assessment systems to clearly show how individual next steps are to be planned for.

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of safeguarding issues. She has attended up-to-date training and is very aware of the procedures to follow should she have concerns about a child. She is committed to continuous improvement and is developing a good working knowledge of the Early Years Foundation Stage. Her records, policies and procedures are well organised and are highly effective in supporting the service she provides. Her focus is on helping all children to make progress and promoting their welfare. For example, she conducts thorough risk assessments for all areas of the home used by children. Risk assessments for outings are also carefully drawn up and cover all eventualities, ensuring children's safety is always of paramount importance. Accident and medication records are generally well maintained, however, the childminder has not secured written permission for every medication administered.

The childminder undertakes regular training and reads widely about childcare issues to keep her ideas fresh and up-to-date. Information gained from training events is used effectively to support her practice. This includes the introduction of observations and assessment systems. She has started to implement a programme of self-evaluation to ensure that the service continues to develop. Recent improvements include the introduction of weekly activity plans which incorporate children's interests.

The childminder organises the space and resources well and keeps all areas immaculately clean and accessible. Toys and equipment are stored in accessible low level storage systems, enabling children to independently select their own toys and resources. Equipment and activities, such as the recent celebration of the Chinese New Year, positively promote equality and diversity and help to provide an inclusive environment for children.

The childminder establishes cooperative and supportive partnerships with parents. She provides them with extensive information about her service and keeps them regularly informed of their child's achievements. The childminder uses daily diaries to provide more detailed day-to-day information for parents with children under two years, which are also used well by parents to provide regular feedback and information about their child. The childminder has devised detailed questionnaires for parents to complete before their child starts to ensure she is fully informed about each child and can respect parental wishes. Parents are extremely complimentary about the childminder and comment upon the rapport she has with the children, their progress and how she respects any wishes they have. The childminder is committed to liaising with the local school in order to support children's learning and provide consistency of care. She has good links with the local primary school, which aids the children's transition to school.

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

Children play in a bright and welcoming environment that is creatively organised with child size furniture, low level toy storage, displayed educational posters and children's artwork. The childminder has a good awareness of how children learn through play and is helping them make good progress towards the early learning goals. She enthusiastically supports and motivates the children, using play opportunities to foster their understanding of number, language and literacy. The daily routine is flexible and the childminder uses planning well to provide a good balance of adult-led and child-initiated play opportunities, with emphasis on the children's interests. The childminder monitors the children's development and records their achievements in their personal files. She documents their progress using photographs and written observations, and has started to identify the next steps to take to further their development. However, these do not always link clearly enough to the planning.

Young children's communication and language skills are promoted well through regular songs and stories. They listen and respond with enjoyment and attention to stories, and join in with favourites, such as 'Hairy Maclary'. Children have lots of opportunities to practise their physical skills through regular trips to the local park and equipment available at home, such as ride on toys, slides and swings. Young children learn to gain control and coordination through activities, such as holding on to push along toys and taking steps with the support of the childminder. They also enjoy exploring different textures and materials through sensory play with different materials, such as pasta, marshmallows and water. Children's knowledge and understanding of the world is developing as the childminder plans appropriate activities, such as guessing which objects will float and sink in a bowl of water, mixing paints to create new colours and mixing different ingredients in baking activities to make cakes. Children's imaginations are well fostered as they dress up and re-enact life at home using the good selection of role play and dressing up materials available.

Children have good opportunities to develop skills for the future. They enjoy using equipment such as tills, weighing scales and button operated toys. They have access to a laptop with age appropriate software and they enjoy printing out pictures and laminating them under the supervision of the childminder. Children's behaviour is well managed by the clear guidance and positive approach adopted by the childminder, which helps them develop a clear understanding of right and wrong. House rules are explained regularly to the children and they receive stickers and certificates to reward and encourage good behaviour.

The childminder promotes children's health and welfare to a high level. She ensures they have daily access to outdoor play in the garden or at the nearby park. The children benefit from nutritionally balanced meals and snacks, and enjoy fresh fruit and vegetables daily. The childminder encourages healthy eating through activities, such as making homemade chicken nuggets and cauliflower cheese. She has highly effective health and hygiene procedures to help prevent the spread of infection, such as providing individual flannels and towels for each

child and washing hands regularly throughout the day. Children learn how to keep themselves safe. For example, they are taught how to be when safe crossing roads and have fun singing their 'Stop, look and listen' song when out and about. They learn about stranger danger and the importance of wearing seatbelts in the car. They have designed their own safety badges to wear on outings, which contain the childminder's mobile number.

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	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:	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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