

Inspection report for early years provision

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Inspection date	08/02/2010
Inspector	Sharon Verma
Type of setting	Childminder

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 2005. She lives with her husband, father and three children aged nine, six and two, in the Huyton area of Knowsley, close to parks, schools, pre-schools and transport links. The play room and kitchen/dining room on the ground floor are used for childminding. There is a fully enclosed garden for outdoor play.

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

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a part of a local childminding network and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are made to feel welcome, happy and settled in the care of the childminder. They access a stimulating play room and enjoy a variety of activities outside the home. Good partnerships with parents ensure that children's individual care needs are met. The children are making progress in their learning and development, however, this is not maximised due to weaknesses in the planning systems. Most regulatory documentation is in place, however, there are some omissions in the medication and accident records and in the risk assessments. Most areas of the children's health are promoted, but there are weaknesses in the hand washing procedures. The childminder has started the process of self-evaluation and recognises the areas she needs to improve in order to develop her practice.

What steps need to be taken to improve provision further?

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

- ensure parents are fully informed of any accidents or injuries sustained by the child or any medicines administered. (Promoting good health) 22/02/2010

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

- ensure risk assessments cover anything with which a child may come into contact, in this instance the fire in the play room, the hanging blind cords in

the dining room and washing line support protruding from the grass in the garden, and take action to minimise any identified risks

- promote the good health of children by ensuring good hand washing practices are in place for both adults and children
- plan appropriate play and learning experiences based on children's interests and needs, and link these with the systems for observation and assessment to ensure children make as much progress as possible in relation to their starting points.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding issues. She has attended up-to-date training and knows what action to take should she have concerns about a child. The childminder conducts risk assessments for outings and all areas of her home, however, they do not adequately cover all risks with which a child may come into contact; such as the fire in the play room, blind cords in the dining room, and raised support for the washing line in the garden, all of which compromises the children's safety. Most of the regulatory documentation is in place, however, there are some omissions in the medication and accident records which impact on the safe and efficient management of the provision. The childminder has devised many written policies and procedures to support her service which she shares with parents.

The childminder demonstrates a positive attitude towards her ongoing professional development and has enrolled on an National Vocational Qualification at level 3 in Early Years. She has begun the process of self-evaluation to help her identify her strengths and the areas she needs to improve, in order to develop her practice in the future. The childminder has highlighted planning for children's learning and behaviour management training as some of the areas she wishes to focus on. The recommendations made at the previous inspection visit have been addressed, thus improving upon the outcomes for children.

Space, toys and resources are organised well to meet the children's needs and promote their growing independence. The childminder ensures that all toys are easily accessible. She uses attractive low-level storage systems and has clearly labelled the boxes with photographs of their contents, to further promote ease of use. This allows children to confidently make choices and initiate their own play. The children have some opportunities to develop an understanding of other cultures as they take part in activities at the local SureStart centre. The childminder has also started to build a selection of resources which promote equality and diversity to help children develop positive attitudes towards others and their differences, and promote inclusion.

Relationships with parents are good and this helps children to feel reassured and to feel that they belong. The childminder shares information with parents during daily informal talks and uses settling in visits to gather information about the children. She uses daily diaries well to provide parents with daily information about their child; she has also devised parent questionnaires to consult with parents

about the provision. Parents are extremely complimentary about the childminder and their comments include: 'my child is both happy and content whenever she is with her childminder and loves being there', and 'activities are excellent and varied'. The childminder is committed to liaising with the local school, in order to support the children's learning at home and provide consistency of care. The childminder also 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

The children play in a bright and welcoming environment that is organised with child-size furniture, comfortable seating, toy storage, displayed educational posters and examples of the children's art work. The childminder has a sound awareness of how children learn through play, and supports the children using play opportunities to foster their learning. Daily routines provide opportunities for children to engage in quiet and active times throughout the day, and incorporates their attendance at toddler groups. The childminder has a reasonable knowledge of the Early Years Foundation Stage framework, however, planning systems have yet to be established to ensure that all areas of the children's learning are covered, and that their future learning needs are identified and planned for.

The children are happy and form close relationships with the childminder. They feel secure and are becoming confident learners. While they are playing the childminder talks to the children to encourage their learning; for example, she teaches them the words for parts of the face and body as they have fun finding each others' noses and tummies, and then finding the dog's nose. Babies' and young children's imaginations are fostered as they re-enact life at home through simple role play situations. They use play phones and the play kitchen with the childminder joining in to support them, she asks 'who's on the phone?' and encourages them to try simple words like 'hello' and 'bye bye'. The children look forward to the music and singing sessions with the childminder, they enjoy exploring different musical instruments as they play, and sing and dance to their favourite songs on the CD player. The children are proud of their achievements such as nodding their head, pressing their noses for the horn and pretending to drive the bus as they join in with the 'Wheels on the Bus' song. The childminder provides opportunities for young children to practise their physical skills. She ensures there is space for them to move around and provides equipment such as rockers, a rocking horse and push-along toys to support them at the different stages of their development.

Young children's communication and language skills are fostered through regular stories and easy access to a good selection of age-appropriate books. Babies babble happily and use gestures to ensure their needs and feelings are known, they develop competence in communicating through their frequent and enjoyable interactions with the childminder. Older children are also being supported through activities, such as, matching sounds to letters and practising building simple words. The children's knowledge and understanding of the world is promoted through regular trips out to places such as Calderstones Park and the Wildflower Centre,

where children can look at birds and wildlife and find out about wormeries and beehives.

The children learn to behave well. The childminder has clear and consistent boundaries to ensure children know what is expected of them, and the use of regular praise and encouragement helps create a positive environment where children feel valued. The children feel safe and secure in the childminder's care. They develop a sound understanding of how to keep themselves safe, as they take part in regular fire drills and talk about road safety when out walking with the childminder. Their good health is fostered through the healthy options the childminder provides for children at meal and snack times. On the day of inspection children enjoyed sliced kiwi and melon with toast at snack time, and lamb, sweet potato mash and vegetables with a yoghurt for lunch. Other areas of the children's health may however be compromised, as good hand washing practices are not consistently in place for adults and children.

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	2
The effectiveness with which the setting promotes equality and diversity	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children make a positive contribution	3
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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