

Inspection report for early years provision

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Inspection date	17/06/2010
Inspector	Christine Stewart
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 1989. She lives with her partner, adult son and daughter in Greasby, Wirral. The whole of the ground floor is used for childminding and the children have access to the bathroom and toilet on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age group. She is currently minding three children in this age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment where children are making satisfactory progress in their learning and development. However, starting points for children have not been established and the required planning, observations and assessments of the children are not robust, to support their learning and development in all areas. Children are relaxed and settled in an inclusive environment where their individual needs are known and met.

What steps need to be taken to improve provision further?

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

- review complaints policies and procedures to ensure they contain all the required detail
- develop the self-evaluation systems to identify current strengths and areas for continuous improvement
- continue to develop systems for establishing children's starting points and for assessing children's achievements in order to plan their next steps and track their progression towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good understanding of safeguarding procedures and has completed appropriate training. She is committed to keeping children safe and secure while in her care as she conducts regular risk assessments of the premises and the garden. There is appropriate safety equipment in place, such as stair gates and smoke detectors, to protect children and to minimise hazards and accidents. Records required for the safe and efficient management of the setting are in place. However, the complaints procedure does

not inform parents of the timescale in which a response would be made to written complaints.

The childminder creates a welcoming and inclusive environment for children and parents. New children are settled in gradually and the childminder obtains relevant information from parents to promote continuity of care. The childminder has an understanding of the level of development for each child she currently cares for and conducts basic observations and assessments. However, these do not include children's starting points nor is the information gained used sufficiently to inform future planning. Effective partnerships with parents and carers are developed and the childminder has received positive feedback from parents regarding her care of their children. The childminder is fully aware of the need to develop partnerships with other Early Years Foundation Stage providers to ensure that all services contribute to the children's progress.

The childminder reviews and evaluates her service and practice for ongoing improvement. Since the last inspection she has attended Early Years Foundation Stage training, first aid training, 'Common core of skills and knowledge' training and a selection of workshops to improve her knowledge and practice. She has met the two recommendations raised at her last inspection which were to ensure children have more chances to develop learning through sensory play and display the current registration certificate.

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

The childminder has a satisfactory knowledge of the Early Years Foundation Stage framework which she uses to provide children with a range of age-appropriate activities, both indoors and outside. She recognises the importance of play and provides a balance of adult-led and child-initiated activities. Systems for observation and assessment of children's learning and development are in place but are in the early stages. Next steps in learning are not clearly identified for individual children to share with parents and other providers.

The environment is organised with play equipment, which is easily accessible to the children. This means that children can select their own toys and activities, enabling them to initiate their own play. The childminder listens to children and develops conversations with them, answering any questions they have, thus developing their confidence and communication skills. The childminder promotes children's linguistic skills by providing many opportunities for children to explore language through songs, stories and activities. They look at books together, sing rhymes and conversation is warm and lively. Language and communication are recognised as essential skills for children's economic well-being and underpin all activities.

The childminder promotes children's physical development. She does this by providing plenty of opportunity for them to access a range of outdoor toys, including slides, swing, cars and a trampoline. The trampoline becomes the 'home' and the children put an assortment of dolls to bed. They cover them up and

instruct them to 'go to sleep and stay in your own bed because I'm very tired'. They role-play situations to make sense of their world. They demonstrate an understanding of number and size as they count the dolls and put them to bed in size order carefully covering them with the blanket. Children learn about the natural world and their local environment on walks and regular outings. They celebrate Chinese New Year and St George's Day. These experiences along with toys and resources to reflect diversity help children to gain an awareness of the wider world. Familiar daily routines, such as walking to school, visiting toddler group, snack time and lunchtimes, help children feel secure as they can predict what is going to happen next.

Children's health is promoted as the childminder has effective systems in place for obtaining all required consents, recording accidents and administering medication. She is qualified to administer first aid, which means she can respond appropriately in the event of an accident. Good hygiene routines are in place and the childminder offers a choice of healthy snacks to meet children's dietary needs and to respect parents' preferences. The childminder is a good role model for the children's behaviour and she shows them courtesy and respect. Praise is given for children's efforts in response to this; children behave well.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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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