

Inspection report for early years provision

Unique reference number	EY251273
Inspection date	10/05/2010
Inspector	Michele Anne Villiers
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.

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 2003. She lives with her husband and two children, aged six and 10 years, in a suburb of Liverpool, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children under five years. She also offers care to children aged over five years and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder occasionally works with an assistant. She may care for a maximum of 10 children at any one time when working with the assistant.

The childminder takes children to toddler groups on a regular basis. She is qualified in childcare, and has a degree in Learning, Development and Support in Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very welcoming and stimulating environment. She supports children well and helps them to make good progress in their learning and development. She has completed several training courses since the last inspection and now has a degree in childcare, demonstrating a strong commitment to improving her own personal skills, in order to better the outcomes for children. Safety measures are in place and most risk assessments are recorded to identify any potential hazards. However, she has been unable to update her first aid training and her certificate has recently expired. The childminder has a good understanding of her strengths and areas for improvement, and her close partnership with parents ensures the children's needs are met.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare). 21/06/2010

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

- ensure all records relating to risk assessments are easily accessible and available for inspection
- develop further the use of children's assessment records so that they can be

used effectively to inform planning, identify next steps in children's learning and build on what they already know.

The effectiveness of leadership and management of the early years provision

Many aspects of the steps taken to safeguard children are good. Well-written policies and procedures are in place, and the childminder has a good awareness of child protection issues should she have any concerns about a child. Health and hygiene are promoted well, and all adults who live in the home, or help to care for the children, are vetted. Regular risk assessment checks, throughout the home and on outings, identify any hazards. However, recorded risk assessments on individual outings are not always available for inspection. Since being registered the childminder has completed and up-dated her first aid training. However, this recently expired and she has been unable to attend a training session, but is booked onto the next available course.

The childminder is committed to continuous improvement and has a clear vision for the future. Since her last inspection she has completed a National Vocational Qualification at level 3 in childcare, and obtained a relevant degree. She has attended training sessions on safeguarding and the Early Years Foundation Stage, and has received accreditation with a quality assurance scheme for her high quality childcare. She monitors her provision through observation of the children and discussion with parents. Previous recommendations have been met. There is now a nappy changing mat, and all hazardous materials are inaccessible to children, in order to further promote health and safety.

There is a welcoming playroom, creatively organised to provide an inclusive environment. Resources are of good quality, and recycling is promoted, demonstrating a commitment to sustainability. The childminder provides good quality information to the parents, and they may ask to see their child's progress records at any time, to put forward their own views and ideas. The childminder is aware of the importance of forging links with other early years settings that children attend, in order to support continuity of care. However, she has not yet had to put this into practice.

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

Children receive good support from the childminder, who constantly talks to them and motivates their play and learning. She is very attentive to their individual needs and allows children freedom of choice, providing a good balance of play opportunities. Children respond warmly towards the childminder, demonstrating a strong sense of belonging. The routine is well organised for babies and young toddlers, helping them feel safe and secure. The children's independence is very much encouraged. They help themselves to toys, attempt to dress themselves for outside play, and help to tidy away.

Parents complete initial profiles about their children in 'All about me' books, and the childminder uses observation to monitor the children's progress. She has started to record her findings in individual 'Learning journeys', but this is in the early stages and does not always identify the children's next steps or evaluate the success of planned activities. However, the childminder has a good understanding of the areas of learning and the children's abilities, consequently children progress well. They enjoy their play and learn to share and take turns. Babies and young children learn to communicate, imitating sounds and words. The childminder uses repetitive language, reminding toddlers to say 'Thank you' and 'Please'. Children learn to sing songs from memory, and the childminder celebrates their achievement, clapping and singing with them.

Children learn to count during play, and posters and pictures are used to help them become familiar with written numerals, shapes and size. Outside, children become aware of the seasons and they help to grow plants, such as sunflowers. They learn about information and communication technology, and find the music discs to play. Multi-cultural toys are provided, and posters on 'Everybody is different but special', and 'Welcome' in different languages, plus books reflecting positive images of culture and race, help children to respect diversity.

Children use their imagination well and have fun re-enacting life at home, pretending to iron and cook. They develop a good understanding of healthy eating habits and enjoy home made meals, with healthy snacks of fruit and free access to drinking water. They also learn about personal hygiene and have their own toiletry bag with toothbrush, flannel and sun lotion. Children run around in the garden and develop good balance and coordination as they kick balls and manoeuvre wheeled toys. They learn about safety, both within the home and on outings, such as the green cross code. Children eagerly engage in play and become inquisitive, active learners, all of which contributes to their making good progress in their learning and skills for the future.

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	3
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

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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 21/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 21/06/2010