

Inspection report for early years provision

Unique reference number	EY401692
Inspection date	09/06/2010
Inspector	Jean Evelyn Thomas
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 three children aged three years, 10 years and 13 years old in Heswall, Wirral. The childminder is registered to work with an assistant. The whole of the ground floor of the childminder's home is used for childminding. The family has a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. When working with an assistant she may care for six children in the early years age range. She is currently minding one child in this age group. The childminder also offers care to children aged five years to 11 years. She is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. 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 satisfactory.

The childminder provides a welcoming and inclusive environment. She has introduced systems to assist her in implementing the Early Years Foundation Stage and to support children's progress. Partnerships with parents are developing and the childminder seeks information from them to help her provide continuity of care. Basic systems are in place for self-evaluation, however these are not sufficiently robust to identify omissions in meeting legal requirements.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 23/06/2010
- complete a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review date (Documentation) (also applies to both parts of the Childcare Register). 23/06/2010

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

- analyse the observations of children and give consideration to the learning and development expectations when planning individual children's next steps in learning to support their progress towards the early learning goals

- develop systems to involve parents in their child's learning and development and ensure that the information gathered when new children start supplies sufficient detail to use for the initial planning
- further develop the self-evaluation systems to identify current strengths and areas for continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder provides a clear safeguarding policy. She has attended additional training to secure her knowledge of procedures to follow to protect children from harm. The childminder's written policy is shared with parents to make them aware of her responsibilities. However, the childminder is not maintaining all the legally required documentation for the safe and efficient management of the setting and to meet the needs of the children. She has not requested written permission from parents to seek emergency medical advice and treatment or completed documented risk assessments.

The childminder reflects on her practice and values contact with other childminders as part of her quality assurance process. However, the self-evaluation systems require further development to be truly evaluative and effective.

The childminder has a positive attitude to promoting equality and diversity. She does not stereotype play resources, resulting in children enjoying the full range of play materials. She values supporting their understanding of similarities and differences in others through answering their questions and discussions. The childminder continues to increase the resources available, which reflects positive images of the diversity of society. She is a regular user of the book and toy lending libraries and values these facilities, to enable her to provide children with a wider range of resources. The childminder organises the setting to enable children to access resources independently. The toilet facilities are on the ground floor level, which meets the needs of all children attending. The childminder ensures children have daily opportunities for outdoor activities. She does not have a registered outdoor play area at the setting, therefore she takes the children to local places of interest, such as parks, beaches and the woods.

The systems to work in partnership with parents are evolving. The childminder has prepared a manual about her service which she shares with parents, it includes information about the policies, procedures and training she has attended. When children start, the childminder gathers information to help her meet their individual welfare needs. However, this information lacks detail about what children already know and can do, to inform initial planning for their learning and development. The childminder has prepared individual learning journals for the children. The journals are at the very early stages of implementation and the childminder's aim is for parents to contribute to these records. In addition to this, the childminder maintains a daily diary which is shared with parents and gives them a clear insight to the events of their child's day. As yet, the childminder has not needed to develop links with other providers who deliver the Early Years Foundation Stage to

the minded children and she is aware of her duty to do so, as and when the circumstances arise.

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

Children are happy in the setting and enjoy the activities on offer. The childminder maintains a record of children's progress through the use of photographs, samples of children's work and some written observations linked to the areas of learning. The childminder is able to explain the intended next steps in aspects of the children's learning. However, these plans are not secure across the six areas of learning and it is not evident that the childminder is tracking children's development towards the early learning goals. Therefore, the planning systems do not maximise children's learning and development potential. A balance of adult-directed and child-led play is incorporated into the childminding day.

Children confidently select the play materials of their choice and change the direction of their play. They use their problem solving skills as they construct and reorganise the lay out of the rail track. They use their imagination as they create their own collages using cut out pictures and crayons. Children act out their life experiences as they talk on the play mobile telephone and dress up in role play. The interaction between the childminder and the children supports their language development through general conversation and her use of questions. Children enjoy books either independently or sharing a story with the childminder. They develop physical skills through using a range of resources, such as paint brushes, jigsaws and construction toys and they use a wider variety of larger play apparatus in the local park and at toddler groups.

Children have opportunities to enjoy and learn through outside activities. They attend the local toddler groups to develop their social skills in group settings. The regular visits to open spaces, such as the beach and National Trust land ensures children benefit from fresh air and exercise. The childminder uses these visits to allow children to explore different textures, make discoveries, be creative and to introduce mathematical concepts. For example, they count and compare the sizes of the shells they find on the beach. The childminder is developing children's understanding of the importance to recycle items and to consider their environment. They recycle household materials and either use them to model, make or help sort into the different household waste bins.

Effective hygiene routines are in place, including pet care, to help prevent the spread of infection. The childminder offers a choice of healthy snacks, meals and drinks to meet children's dietary needs and to respect parent's preferences. The childminder promotes positive behaviour. She helps children to behave well by supporting their social skills and encouraging them to say 'please' and 'thank you'. Children are given a lot of praise and acknowledgement for their achievements.

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	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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	4
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 (Suitability and safety of the premises and equipment). 23/06/2010

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 (Suitability and safety of the premises and equipment). 23/06/2010