

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412083
<b>Inspection date</b>	01/12/2010
<b>Inspector</b>	ISP Inspection
<b>Type of setting</b>	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 2010. She lives with her husband and three adult children in Liverpool. 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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. She may occasionally work with an assistant and holds a National Vocational Qualification Level 3 in Childcare and Development. The childminder currently has two children on roll.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The children are safe and settled in the childminder's care due to her sound planning and organisation. The childminder has sufficient understanding of the Early Years Foundation Stage and as a result most legal requirements are met, keeping the children safe. Children make steady progress in their learning due to the childminder's planning and observations systems. Links with parents and local organisations ensure children enjoy a wide range of experiences and have their individual needs met. Self-evaluation procedures are in infancy and have begun to set targets for further improvements.

## **What steps need to be taken to improve provision further?**

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

- ensure records are easily accessible for inspection by Ofsted (Documentation). 11/01/2011

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

- keep records, such as insurance about vehicles children are transported in
- update the record of risk assessment to include any assessments of risks for outings and trips
- develop planning systems to support children's development and learning in each aspect and area of Learning and Development of the Early Years Foundation Stage.

## **The effectiveness of leadership and management of the early years provision**

The children are safeguarded due to the childminder's sound knowledge of the signs and symptoms of abuse and neglect. Her written policies include contact details of relevant local agencies, demonstrating her understanding of appropriate referral procedures. All adults in the home have appropriate Criminal Records Bureau checks reflecting the childminder's commitment to protect children. Risk assessments have been carried out for the different areas the children play in to ensure their safety. The childminder explains how outings are risk assessed. However, no record is made of these assessments to manage and monitor the children's safety when out of the home. The childminder understands the need for appropriate business insurance when using her car for childminding purposes. However, she is not sure if this is held and does not have any documentation to show it is.

The childminder has begun to think of self-evaluating her provision. She has clear priorities, such as making sure children are settled and happy. The children's individual needs are met in partnership with parents. The childminder works closely with parents to provide a flexible service. Most of the required information about children and parents is held. However, it is not clearly organised to enable it to be understood by anyone other than the childminder. This makes the information not easily accessible. This is a breach of legal requirements.

The childminder has a sound knowledge of the benefits of partnerships with parents and other providers. She has systems in place to obtain useful information from parents to inform her planning for individual children. Children learn about their local community by visiting the local groups. Their understanding of difference and the wider world is promoted as they acknowledge different cultural and religious festivals in their play.

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

The childminder supports the children's learning by providing a secure home and by planning fun and challenging activities. The childminder has a sound understanding of the Early Years Foundation Stage. She organises the toys for the children to see. This helps the children to begin to make choices in their play. The childminder has a sound understanding to plan activities for the children across all areas of learning. Current systems are linked to the different areas of learning, although do not ensure all areas are consistently planned for to fully progress the children's learning.

The childminder is consistent and pays close attention to the younger children. This means they feel secure and are confident to explore. She ensures the environment is safe and comfortable. Soft cushions and rugs enable the children to practise their sitting and crawling skills comfortably. The childminder is calm and

consistent as she reassures the children following small tumbles.

Consistent routines develop the children's understanding and cooperation in good hygiene routines. For instance, the children hold their hands for them to be wiped after lunch. They make faces as they anticipate their face being wiped. The childminder chats reassuringly helping them stay calm.

The children show pleasure as they explore their environment and toys. The childminder encourages them to crawl as she places toys just out of reach for them to crawl to. They show pride as they reach them. They shake them to see what they sound like or taste them to find out more about them. The childminder has sound cleaning routines to help keep children safe and healthy.

The children learn useful skills for the future as they play. They learn about communication as the childminder responds to their gestures. She recognises the sounds they make and offers eye contact and regular commentaries to help extend their understanding. The children play with toys of different colours and shapes promoting their understanding of sorting and matching. The childminder's interaction extends the children's curiosity and understanding of technology. For instance, as the children play with a toy toaster the childminder shows them where to press for the toast to pop up.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
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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