

## Inspection report for early years provision

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<b>Unique reference number</b>	306210
<b>Inspection date</b>	15/02/2011
<b>Inspector</b>	Christine Stewart
<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 has been minding since 1992. She lives with her husband and adult son in Wallasey on the Wirral peninsular. The whole of the ground floor, the bathroom and small front bedroom on the first floor are used for childminding. There is an enclosed patio for outside 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 range. There are currently four children who are within the early years age range, and attend on a part-time basis. The childminder also offers care to children aged over five years. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive setting, where children's individuality is respected. She has a basic knowledge of the Early Years Foundation Stage to help her support children's learning and development. Partnerships with parents are sound and informal with information exchanged verbally each day. Systems are not yet in place to share information about children's learning and development when they attend other settings to ensure continuity. Systems for the childminder to evaluate her provision to improve outcomes for children are not established.

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

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

- maintain a record of the risk assessment stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 01/03/2011
- keep up-to-date records for each child with reference to their date of birth (Documentation) 01/03/2011

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

- develop the self-evaluation process to identify strengths and areas for improvement in the provision and improve the outcomes for children

- develop systems to track children's progress across the six areas of learning and identify the next learning objectives through observation, assessment and planning
- review procedures in place for the safe and efficient operation of the service to ensure they are robust and are up to date with legislation with regards to the safeguarding procedures, complaints procedure and policies for missing/uncollected child.

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

The childminder has an understanding of how to safeguard children. She is aware of her responsibility and verbally demonstrates an appropriate knowledge of the signs and symptoms of possible abuse and how she would make any referrals to safeguard children. The childminder has a satisfactory understanding of safety issues and has carried out a risk assessment of her premises and risk assessments for outings. However, she has not maintained a record of who carried out these assessments and when they took place. Children's information is obtained when they commence at the setting however, the date of birth for all minded children is not recorded. These are breaches to the requirements of registration. It is a condition of registration that no more than three children in the early years age range can attend at one time. However, at times the childminder is exceeding this number therefore, she has failed to comply with a condition of her registration which is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Procedures are known and the children practise procedures to evacuate the premises in the event of an emergency to protect their well-being. The childminder does not self-evaluate her provision to identify areas for development. As a result, she has not identified breaches in her registration or areas to develop within her provision. She has kept up to date with mandatory training requirements and since the last inspection she has completed first aid training. She has satisfactorily addressed the recommendations made at her last inspection. These required her to: have keys readily available for all external doors so they can be easily opened in the event of an emergency, ensure that all required checks are carried out for household members once they reach 16, record the daily register so it clearly shows when children are present, make sure that all records are available for inspection and obtain permission from parents for seeking emergency medical advice or treatment. All these requirements are now in place. This demonstrates the childminder has a commitment to address issues that require improvement in order to promote better outcomes for children.

The childminder provides an inclusive environment and children can access resources and activities with no gender bias. Children are well settled and enjoy the range of outings and activities planned to meet their individual learning needs. The childminder works in partnership with parents and they are kept informed through verbal communication about the events of their child's day. Information is obtained on children when they commence at the service to enable the childminder to support and meet individual children's needs. Parents express their satisfaction

with the service in letters they have written and given to the childminder. The childminder is aware of the need to develop links with other providers who deliver the Early Years Foundation Stage. This is in its early stages with all information obtained and exchanged verbally with other services.

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

The childminder has a basic knowledge and understanding of the Early Years Foundation Stage. She has in place systems for identifying and informally planning for children's progress. However, these are not sufficiently robust to track children's progress across areas of learning or identify the next learning objectives through observation, assessment and planning. The childminder organises suitable activities for children to enjoy during the day and provides them with a balance of adult- and child-led play experiences. The environment is organised with play equipment, some of which is accessible for the children to self-select enabling them to make choices in their play.

The childminder promotes children's linguistic skills by providing opportunities for children to explore language through songs, stories and activities. Children enjoy sitting on the bottom stair with the childminder singing and performing the actions to 'The wheels on the bus'. They frequently introduce songs into their play, singing 'Baa baa black sheep' and other familiar rhymes. They identify familiar animals on the large animal dominoes cards and imitate the sounds the animals make. This prompts further discussion on the animals they have visited at the local pet shop and what they take with them on these visits. Children take carrots and lettuce to feed the animals, developing their understanding and learning about caring for living things. They are developing an understanding of number as the younger children count in sequence and older children identify numbers on the large size playing cards. They play together with the medical kit and bandage the doll's arms and leg before placing it in the buggy and taking it for a walk. The childminder plays alongside them as the children chat about their play. They develop an understanding of technology as they access a range of cause and effect resources and programmable toys. They construct the rail track together, extending this from the front living room into the hall.

Outings are a regular event and extend children's learning and experience. They learn about the various modes of transport when they take a boat ride across the river to Liverpool or a bus trip to Chester. They learn about the services that help us when they make a visit to the Royal National Lifeboat Institute. They are familiar with their local community as they walk daily to school and pre-school. Children are developing an awareness of other cultures as the childminder introduces them to celebrations such as, Chinese New Year. For this celebration the children had the opportunity to dress up in Chinese costumes and sample prawn crackers. The childminder provides opportunities through planned activities and available resources to raise children's awareness of cultures and to value difference.

The childminder is effective in supporting children's good health and well-being.

Children enjoy healthy and nutritious meals and snacks each day which offer variety and choice. They all sit together at the kitchen dining table for a meal of corned beef hash and beans. Meal times are a social occasion and there is plenty of chatter about what the children have done that morning. This shared conversation over meals helps children to feel valued and develops skills in communication and listening. There are good infection control measures and the childminder models good hygiene practices such as, cleaning hands with anti-bacterial gel after handling nappies. She reminds children to do the same at appropriate times in the day. Children benefit from access to the fresh air and exercise when they go outside to play on the patio or on the daily trips to school and pre-school. Outings to the park provide opportunity for active play in the fresh air. Trips to a local 'children's play zone' provides opportunity for children to enjoy active play in the indoor soft play area. Children are learning to keep themselves safe as they practise crossing the road safely on their daily outings. Children's behaviour is good and they are polite remembering to say 'please' and 'thank you'.

## 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

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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	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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