

## Inspection report for early years provision

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<b>Unique reference number</b>	322264
<b>Inspection date</b>	22/06/2011
<b>Inspector</b>	Frank William Kelly
<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 1993. She lives with her adult aged child, in the Mossley Hill area of Liverpool. The whole of the ground floor, with the exception of the front lounge, is used for childminding purposes. There is a fully enclosed garden available for outdoor play and the family have two cats and a hamster.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children under eight at any one time. Of these, three may be in the early years age range. There are currently two children on roll, both of whom are in the early years age range. The childminder is also registered to care for children aged eight to 11 years on the voluntary part of the Childcare Register.

The childminder has a BA Honours Degree in Development, Learning and Support of Young Children. She is a member of the National Childminding Association and is part of the local childminding network. The children are taken out regularly to toddler groups, parks and other places of interest and the childminder receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Very good adult attention and secure planning and assessment systems ensure that each child is effectively supported to make good progress in their learning. The childminder is attentive and interacts well with the children so that they feel safe. They are further protected as she maintains her home in a safe and secure manner. Children's essential needs are shared and well met through the effective engagement of parents. However, there is some regulatory information that has yet to be obtained. Formal self-evaluation is still in the early stages, but the childminder is forward thinking and communicates ambition and drive to secure and maintain future improvement.

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

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

- ensure that records of all required information are held for each and every child (Documentation).

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

- refine the planning and assessment systems so as they continue to review

- progress regularly. Consider how parents may contribute to this
- refine the risk assessments to include greater detail when on individual outings.

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

The extended training undertaken regarding the safeguarding of children means that the childminder is confident and well informed about the potential signs and indicators of possible abuse. She is clear about the steps to take to report any concerns she should have and she has a written statement to share with parents that includes some of her procedures and responsibilities.

On a day-to-day basis she protects the children very well. She keeps her home clean and tidy and ensures that appropriate safety features, such as a fireguards are securely fitted. Fire safety equipment is checked weekly and children practise the drills on a regular basis. Risk assessment has been completed and is complimented by a daily check list of hazards. However, although the childminder communicates secure procedures for outings, she has not completed risk assessments for each specific trip. That said she supports children well to help them learn about keeping themselves safe. For example, when a child places her doll and car seat on an unstable surface she asks the child 'do you think dolly will be safe there'. This helps children to think about the potential consequences of their actions. Good policies regarding keeping children safe include the use of secure password systems for collection of children from the home.

The home is well organised so children can spread themselves out so that they have good space to play. Resources are organised at children's level and ease of reach so that they can and do play with resources of their choice. Welcome signs in differing languages, and books and dolls which are reflective of the diversity within today's society, contribute to creating an inclusive feel and help children to adopt positive attitudes towards difference.

The childminder is proactive and forward thinking; with good strategies in place for short and longer term improvements which are improving the quality of the provision for children. For example, recently fitted patio doors have improved the quality of the play space by creating lots of additional natural light and an extra fire exit from the premises. Future plans include the installation of decking areas with ramp access so as to be able to offer a more inclusive provision for those with mobility difficulties. She has continued to attend a wealth of training to improve her personal and professional knowledge and understanding. She has accurately identified potential gaps in her assessment systems for children learning. However, there are still some gaps in the regulatory information obtained from parents. At present there is no information about who holds parental responsibility and written consents regarding the seeking of emergency medical treatment have not been obtained. These are regulatory requirements. The childminder has agreed to address this immediately when children are collected.

All other aspects of engaging parents are very good, with a useful and informative

welcome pack providing parents with good quality information about the childminder's service. Information about activities such as visits to the zoo are shared through photographic displays and verbal exchanges about the children are shared at drop off and collection times. Parents are willing partners as they offer to care for the hamster during the childminder's recent holiday. The childminder has a good understanding of the steps to take regarding partnership working should any child have a special educational need or receive shared care with other providers such as schools.

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

The children are busy and very familiar within the home. They refer to the childminder in affectionate terms as a member of their family and are secure and at ease in her care. They play with pleasure and purpose as they dress up in high heels and a bag and 'clip clop' off into the hall to fetch a selection of books. A wide curriculum is covered as activities are planned on a seasonal basis; with identified activities, which link to different aspects of each area of learning being used as a framework to engage the children. For example, in May the theme was based on 'insects'. A planned aim was to introduce children to develop aspects of their personal, social and emotional development by helping them to learn about care for others and animals. The older children demonstrate the benefits of this as they explain to visitors that the hamster needs cleaning out. The childminder uses these sorts of activities to extend other aspects of the children's understanding. For example, she talks about the types of foods that the hamster can eat and how the wrong foods could make him ill. She consolidates this by talking to the children about other activities they do to contribute to their own health, such as the planting and growing of a range of vegetables such as carrots, lettuce and beetroot. Children's healthy lifestyles are further supported as they help themselves to water to keep hydrated and enjoy lots of opportunities to be active.

A record of the children's learning journey has been created, which includes written observations, some photographs and art work completed by the children. The childminder knows the individual children's needs and current stages of development well. She uses this in an informal way to introduce activities that will help children extend and take the next steps in their learning. However, although a sample document is available to act as a record of progression it is not currently being used. That said, the childminder's attentive interactions and organisation of the home and routines ensure that children enjoy a varied programme of activities that successfully span the breadth of all six areas of learning. In the garden the children hunt for mini beasts and observe the birds as they visit the feeders. They learn about recycling as they use collected rain to water the plants and see materials recycled as the childminder creates a cover for the seedlings out of plastic sheeting.

The childminder provides the children with a good role model. She is polite and fair, helping children understand through simple explanations about why she is asking them to do something. For example, why it is unsafe to walk around with

the pencils, climb on the furniture or open the umbrella in a confined space. As they play, she helps the children to learn about turn taking and consideration of others. For example, when children are feeding their dolls, she encourages the older child to pass the younger child a bib. She talks with them about sharing toys and resources. The childminder understands the importance of communication in supporting children's learning and future development. She listens to the children and asks questions as they play, allowing time for them to think about their answers. She explores different words such as dad, daddy and father, helping the children make the connection that they all mean the same. Children's future skills for life are being actively fostered through regular opportunities to recognise significant letters and complete puzzles. They make labels and draw with mark making materials and play with toys that represent technology. These experiences are further enhanced in real life situations, such as, when they travel on the bus and train. Consequently children are developing lively and enthusiastic attitudes towards their learning in a fun environment.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

- prepare a written statement of procedures to be followed for the protection of children, intended to safeguard the child being cared for from abuse or neglect (Arrangements for Safeguarding Children) (Also applies to the voluntary part of the Childcare Register) 22/06/2011

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:

- revise the written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. In this instance, update the contact details and address for Ofsted (Procedures for dealing with complaints) (also applies to the compulsory part of the Childcare Register). 22/06/2011