

Inspection report for early years provision

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Inspection date	25/07/2011
Inspector	Gillian Sutherland
Type of setting	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.

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Description of the childminding

The childminder was registered in 2010. She lives in the Walton area of Liverpool with her partner and one child aged 20 months. The whole of the ground floor is used for childminding. There is no outdoor play space attached to the home, but alternative arrangements are in place for children to access outdoor play and activities. The childminder is able to take and collect children from local schools and pre-schools. The family has two cats.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder 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 warm and welcoming environment and is making steady progress to develop her service. She has begun to implement the Early Years Foundation Stage Framework to ensure children make progress in their learning and development. All of the required policies are in place and most fully comply with current guidance and legislation. The childminder establishes positive relationships with parents to help her meet children's individual needs. She is in the early stages of developing systems to evaluate and develop all areas of her provision. Consequently, the childminder has a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the system for assessing children's achievements, identifying their next steps for learning and incorporating these into activities offered to ensure children are challenged in all areas of learning
- increase the range of activities and resources to promote children's awareness of difference, diversity and the wider world
- update the safeguarding policy to ensure it fully complies with current guidance and legislation
- develop further the culture of reflective practice and self-evaluation to continually look for ways to improve the quality of the learning, development and care offered, that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a sound knowledge and understanding of the child protection procedures and is aware of the signs and symptoms of abuse. She has a written safeguarding policy and contact details of the appropriate agencies to contact should she have any concerns about a child in her care. However her written safeguarding policy does not fully comply with current guidance as it does not include the procedures she would follow if an allegation was made against herself or a member of the household. The childminder has taken many steps, both inside and out, to ensure children's safety. Risk assessments are carried out on all areas and equipment used by children and daily checks take place before children arrive. The childminder organises her home, and the resources within it, effectively to enable children to have easy access to play materials and make independent choices. She rotates the range of play equipment to offer children greater challenge and sustain their interest.

The childminder demonstrates her commitment to developing her service by attending relevant training and her certificates for home-based childcare, paediatric first aid and baby massage are available for parents to look at. Effective partnerships are established with parents. The childminder keeps parents well-informed about the service provided through displays, giving out copies of the policies and procedures, daily diaries and discussion at handover times. Before children first attend, the childminder speaks with parents in detail and they are asked to complete a written record of information about their child. However, the information gathered includes limited information about what a child can already do and knows to form the basis for the initial planning. The childminder has begun to observe, assess and record each child's progress and development and identify the next steps in their learning.

The childminder has begun to identify not only strengths and progress made since registration was approved but also areas for improvement. She is fully aware of the need to develop further the process of self-evaluation to improve the outcomes for children and include comments from parents.

Children are well settled and enjoy the range of outings and activities planned to meet their individual learning needs. The childminder does not currently care for children who have special educational needs and/or disabilities. However, she fully understands the importance of working closely with outside agencies to ensure the individual needs of the children are fully met.

The childminder promotes a positive attitude to diversity through discussion and has already engaged children in activities such as Saint Patrick and fathers day activities. The childminder is aware of the need to develop children's understanding of a wider range of festivals as they occur throughout the year. Resources which help children to understand the needs of others, not only in their local community but in the wider world are limited.

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

The childminder has a satisfactory knowledge of the Early Years Foundation Stage framework which she uses to provide children with a range of age-appropriate activities. She recognises the importance of play and provides a balance of adult-led and child-initiated activities. Systems for observation and assessment of children's learning and development are in place but are in the early stages. The environment is organised with play equipment, which is easily accessible to the children. This means that children can select their own toys and activities, enabling them to initiate their own play. The childminder listens to children and develops conversations with them, answering any questions they have, thus developing their confidence and communication skills. They look at books together, sing rhymes and conversation is warm and lively. Language and communication are recognised as essential skills for childrens economic well-being and underpin all activities.

Children's health is promoted as the childminder has effective systems in place for obtaining all required consents, recording accidents and administering medication. She is qualified to administer first aid, which means she can respond appropriately in the event of an accident. Good hygiene routines are in place and the childminder offers a choice of healthy snacks and meals to meet childrens dietary needs and to respect parents preferences. Drinking water is always available to them throughout the day. Childrens understanding of healthy eating and counting skills are promoted as the childminder has on display in the lounge laminated posters identifying different fruits and vegetables but also ones with numbers on. The childminder takes the children to the local shops where they can look for and purchase some of the fruits and vegetables seen on the poster.

The childminder is a good role model for the childrens behaviour and she shows them courtesy and respect. Praise is given for childrens efforts in response to this; children behave well. Children behave well, responding to the childminders positive and consistent approach. They are familiar with routines and politely request a new activity.

The childminder promotes children's physical development. She regularly takes children out to age-appropriate venues and places of interest. On such outings children develop an understanding of the importance of fresh air and exercise. They enjoy their trips to the local park where they can run around in the wider open play spaces or access the outdoor toys and resources at the local Sure Start centre. Children learn to recognise and respond to potential risks and hazards as they learn about road safety and regularly practise the emergency evacuation procedure.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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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