

Inspection report for early years provision

Unique reference number	306183
Inspection date	24/01/2011
Inspector	Lindsay Dobson
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 assesses 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1997. She lives with her husband in Eastham, an area on the Wirral. The whole of the ground floor of the childminder's house is used for childminding, except for the kitchen. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children at any one time when working alone and 12 children when working with another childminder. In total there are currently 24 children on roll, all of whom attend on a part time basis.

The childminder is a member of the National Childminding Association and a member of the Wirral Childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the children in her care and responds to them in a warm and genuine manner so that they feel secure and valued. Planning and observation processes are developing well and children make good progress in relation to their starting points and capabilities. The childminder shares detailed information with parents in order to meet children's individual care, learning and development needs. Overall, records, policies and procedures are implemented and maintained effectively. However, risk assessments lack the required detail and clarity. The childminder is aware of some of her strengths and priorities for improvement and has started to reflect and evaluate her practice with her co-childminder.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it clearly includes information on identified hazards, who conducted it, date of review and any action taken following a review or incident (Premises, environment and equipment)(also applies to both parts of the Childcare Register).
- 07/02/2011

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

- raise the children's awareness of what procedure to follow in the event of an emergency evacuation
- update the record of risk assessment to include any assessments of risk for

outings and trips.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted because the childminder has a secure understanding of her responsibilities relating to safeguarding children. This is supported by a written policy and procedure which is shared with the parents to ensure they are fully informed about her practice. The childminder carries out visual risk assessments of all areas of the home. She has some supporting documents such as checklists, thus minimising hazards and promoting aspects of children's safety. However, the current risk assessment record is not sufficiently robust to ensure children's safety is fully promoted, and it does not meet with the requirements of the Early Years Foundation Stage. This is a breach of regulations. Discussions and ongoing explanations from the childminder mean that children are building up their understanding of how to keep themselves safe. For example, they practise road safety and discuss issues such as stranger danger when on outings. However, the childminder has not included individual outings undertaken with the children in the record of risk assessment. In the home the children are encouraged to tidy up the toys and play carefully, however, the childminder does not practise emergency evacuation drills regularly with children to develop their awareness of the procedures to follow.

The childminder provides a service which is inclusive for all children and their families. She works with parents to ensure that she understands each child's background and care needs. Children's self-esteem and sense of belonging are promoted as they are encouraged to choose what toys they would like to play with. Children are becoming familiar with differences as they play with a range of toys that positively promote diversity, celebrate a range of cultural festivals and learn from the positive attitude of the childminder. The childminder maintains good relationships with parents, enabling them to exchange information about the children and thereby ensure that she can offer children effective support. The childminder shares information with parents about their children's activities and progress, both verbally and through written documentation. She maintains close links where required with other professionals involved with the children. She liaises with other providers of the Early Years Foundation Stage to enable her to offer continuity in learning.

The childminder is positive about the self-evaluation process. She is using the Ofsted self-evaluation form as the basis for this and is able to identify her strengths and some areas for improvement. Working with her co-childminder, she has identified further training as a positive way to develop her service and further promote the outcomes for children. The childminder has effectively met the recommendations raised at the last inspection.

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

Children are well supervised in clean, well-kept designated playrooms where they can play with a good range of safe, age-appropriate and stimulating materials and equipment. They are very happy to explore their surroundings independently and are provided with opportunities to take controlled risks. This enables children to develop their confidence, such as using furniture to support their developing ability to stand and their early walking skills. The childminder regularly observes the children in her care. She uses photographic evidence of the children to support her observations and demonstrate their enjoyment. The childminder identifies children's next steps in learning and is planning for individual children to ensure they make good progress.

A good range of self-selection opportunities are available for children, including construction bricks, books, musical instruments, role play and small world resources. The childminder provides exploratory play opportunities using paint and mark making resources and children's artwork is displayed on the playroom walls. Children's creativity is further developed as they help the childminder to make play dough. Children excitedly choose the colour of play dough they want to make, agreeing on green. They take turns to weigh the flour, add the water and carefully mix the ingredients. Children confidently select resources and tools including mechanical shape makers, rolling pins and cutters to mould and shape the dough into their own design. Children's knowledge and understanding of the world is effectively promoted as they confidently use electronic toys. Young children push the buttons and turn the handles to see the lights flash and hear the noises. Photographs show children learning about the local community and in particular the fire service by joining in with the local pre-school when the fire engine visits. Children enjoy sitting in the engine and trying on the fire officers' uniforms. Children learn about nature and the natural world as they look at the foliage and collect leaves in the woods. They use the leaves to make autumn pictures and children and the childminder then work together to turn the role play area into a garden centre. Outings with the childminder include a visit to Bug World. Here the children have opportunities to hold different bugs and learn about their life cycle.

Children respond positively to the childminder, displaying clear and affectionate attachments. They are observed to be settled and confidently make choices about what they want to play with. The childminder works with the children at their level and she enthusiastically encourages and praises their achievements. Their behaviour is consistently managed along with the co-minder in a manner suitable for their age and stage of development and the childminder routinely reinforces boundaries. She is attentive, showing genuine interest and creating consistent positive interactions which enable children to feel secure. Children chatter to their friends and the childminder, responding well to adults who are interested in what they say and do.

The childminder is responsive to children's individual care needs, offering closeness and cuddles. She also meets their individual needs by providing flexible arrangements in relation to sleep and mealtimes. The childminder provides home

cooked meals for the children; these are varied, nutritious and include fresh vegetables. Children have good opportunities to play outside and enjoy the fresh air as they visit the local park which offers a good range of climbing and balancing experiences. The childminder's garden is very large and she offers a good range of equipment such as bikes, slides and ball games including tennis for the more able children.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

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 Premises and Equipment)(also applies to the voluntary part of the Childcare Register) 07/02/2011

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:

- take action as specified in the early years section of the report(Suitability and Safety of Premises and Equipment) 07/02/2011