

Inspection report for early years provision

Unique reference number	310665
Inspection date	09/09/2008
Inspector	Chris Scully
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 1997. She lives with her husband and three children aged 18, 16 and 14 in the Maghull area of Sefton. Her home is within walking distance of the local shops, schools, parks and bus routes. The whole of the ground floor, with the exception of the conservatory is used for childminding. There is a fully enclosed rear garden for the children to play in.

The childminder is registered to care for a maximum of three children on the early years register and for three children on the compulsory part of the childcare register. She is currently providing care for four children in the early years age group and one child on the childcare register. The childminder takes and collects children from local schools and visits local places of interest.

The childminder is a member of the National Childminding Association and has contact with a development worker from the Early Years Development Childcare Partnership.

Overall effectiveness of the early years provision

The childminder has a sound understanding of the children's individual needs, which means they are happy and settled. She is a positive role model to children who in turn respond appropriately to the childminder's requests and have a sense of belonging. Children are able to become engaged in a range of self chosen activities. Some systems are in place for promoting inclusion, such as information about children's individual needs. Procedures are in place for observation and assessment. However, they do not link effectively to the planning and therefore children are making satisfactory progress. The absence of self evaluation limits the provisions ability to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- further develop the assessment systems to include the children's starting points and use this information to inform future planning
- devise a system for evaluating the current service which identifies any areas for improvement and how this is to be achieved
- further develop children's understanding of the wider world and the systems for promoting inclusion.

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

- undertake risk assessments of the premises and for each type of outing.

07/10/2008

The leadership and management of the early years provision

The childminder's sound understanding of safeguarding issues mean children are protected. Systems are in place for gathering information about children's individual needs. However, these do not include information about children's cultural or religious needs and home language. Some assessments are in place, but these are not used to inform future planning. Records and documents are well organised, stored securely and contain most relevant information for individual children. This means children needs are met appropriately. Attendance of ongoing training courses contributes well towards the organisation of the provision and safeguarding.

Parents are provided with clear information about the setting, such as policies and relevant consents are requested. Daily discussions mean parents are informed about their child's daily activities and achievements, such as mastering the scooter, but they are not always involved in planning for future learning. Positive relationships are developed with parents, which is evident from their comments in the many cards to the childminder. The childminder works appropriately with other agencies, such as nurseries to ensure consistency for children.

No systems are in place for self evaluation, which means gaps in the provision are not always effectively identified, and therefore does not fully ensure children's welfare, learning and development. However, the childminder has addressed all of the issues raised at the last inspection. This resulted in the childminder improving her knowledge and awareness of safeguarding issues, the range of resources depicting diversity and the provisions of healthier food options. This has enhanced the children's health, safety and understanding of others. The implementation of the well written policies and procedures contribute effectively to the organisation of the setting, but, there are no formalised risk assessments in place for the home or outings.

The quality and standards of the early years provision

Children are happy and familiar with the daily routines, such as visiting the red toddler group. Opportunities are provided for them to choose their activities and resources, which fosters their self-esteem and independence. Positive relationships are built with children, which enables them to feel safe in the childminder's care and to seek comfort when in the company of visitors or new surroundings. The childminder supports children's learning by providing a range of experiences that allow them to become active learners, such as providing opportunities for children to recognise letters and to practise writing their name. She is skilled at asking open-ended questions, which enables children to communicate, problem solve and investigate ideas.

The childminder uses daily activities appropriately to introduce mathematical concepts and language to children, such as counting the pigs and talking about big and taller when building with blocks. This means children feel safe to put forward their ideas. There are some systems in place for observing and assessing children's

development. However, these do not include the children's starting points and are not used sufficiently to inform future planning. This means that some opportunities are missed for extending children's learning.

Children enjoy listening to stories and gasp as they anticipate the arrival of the wolf in the 'Three little Pigs'. Others are keen to show how they manipulate levers to navigate the ball around an assault course. Some opportunities are created for children to develop an understanding of the wider world, for example, making dragons for Chinese New Year. Thus, they are beginning to develop positive attitudes to others. The childminder is a positive role model who speaks calmly and clearly to children, which means children understand what is expected of them, respond appropriately to her requests and are well behaved.

The provider undertakes visual checks of the premises to keep children safe, however, there are no formal risk assessments in place. Regular fire drills mean children know what to do in an emergency and discussions about road safety help to keep children safe outdoors. Hygiene practices promote children's continuing good health, as they understand the importance of hand washing, exercise and following a healthy diet. Regular opportunities are created for children to explore and investigate their local environment, for example, feeding the ducks and using large equipment in parks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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:	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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.