

Inspection report for early years provision

Unique reference number	310697
Inspection date	13/07/2009
Inspector	Sharon Verma
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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 1993. She lives with her husband and two adult children in the Aintree area of Liverpool, close to shops, parks, schools and public transport links. The conservatory, kitchen, living room and bathroom on the ground floor are used for childminding. There is a fully enclosed garden for outdoor 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. When working with an assistant she may care for a total of six children of whom no more five may be in the early years age range. She is currently minding three children in the early years age range. She also offers care to children aged over five years to 10 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups. She is a member of an informal childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children progress well in all areas of their development. They access a welcoming and well equipped playroom, and have very good opportunities to develop through a wide range of experiences and play choices. The childminder has a good knowledge of each child's background and works closely with parents identifying and meeting the children's individual needs in a largely inclusive environment. She conducts a thorough evaluation of her provision and demonstrates a capacity to maintain continuous improvement, which has a positive impact on children's welfare, learning and development.

What steps need to be taken to improve provision further?

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

- further develop the observations and assessments of children to ensure that the next steps in their development are clearly identified.
- ensure risk assessments cover everything with which a child may come into contact.

The leadership and management of the early years provision

The childminder's provision is managed well. She has a comprehensive set of policies and procedures which she shares with parents, and most regulatory documentation is in place. The home is safe and secure, and the childminder conducts formalised risk assessments within the home and on outings to identify possible hazards, although assessments for outings do not record all hazards with

which a child may come into contact. Her safeguarding, complaints and emergency procedures are well known and robust. She has effective health and hygiene procedures to help prevent the spread of infection.

Since the last inspection the childminder has met all of the recommendations. She now has a system in place for reporting communicable diseases, has updated the complaints procedure and practices and records emergency evacuation procedures with the children on a regular basis. She implements a successful programme of self - evaluation to ensure that the service continues to develop. Recent improvements include developing a vegetable plot in the garden and improving the system for observing and assessing children. The childminder establishes cooperative and supportive partnerships with parents. She actively involves them in the learning journey books so they too can participate and enjoy seeing their child develop. Daily diaries are also used well to provide parents with daily information on their child, however links with other settings the children attend have not yet been established.

The quality and standards of the early years provision

Children play in a bright and stimulating environment that is well organised with child size furniture, toy storage, displayed educational posters and children's art work. They are happy and form close relationships with the childminder. As a result, all children feel secure, confident and at home and make significant gains in their learning and development. The children benefit from a good balance of well planned activities both inside and outside of the home which encourage them to develop positive attitudes to learning. Activities are based on the childminder's observations of what children like to do and are linked to the Early Years Foundation Stage. This helps the childminder to ensure all areas of their development are covered. The childminder gathers information about children's starting points. She monitors their progress through observations, photos and recorded comments. She records their achievements in relation to the early learning goals however, the information does not always clearly identify the children's next steps in order to inform future planning.

The childminder starts with a clear focus on personal, social and emotional development. The excellent learning journey files for each child and 'All About me' theme work clearly demonstrate the care and effort devoted to this area of their development. Trips out to the Pine Woods and Farmer Ted's give them first hand experiences and opportunities to explore the natural environment. In the childminder's garden they have planted and tended to radishes and beans which they plan to eat when ripe. This gives them an understanding of how things grow and where their food comes from.

Children are encouraged to become active learners through the use of an interactive weather chart. When the weather changed part way through the inspection one child was quick and eager to remove the cloudy symbol and change it to reflect the new sunny weather. In the garden children access wheeled toys and slides to foster their physical development as well as regular trips out to the local park.

Children's literacy skills are promoted through a good selection of books in the childminder's home. They enjoy regular stories with the childminder, look at books independently in the comfortable reading corner of the play room and also attend the local library for story time. Children learn about diversity and the world in which they live as they play with resources which promote equal opportunities and celebrate festivals. They are developing some skills in information technology through the use of a newly acquired child's digital camera.

Children's health and welfare requirements are met very well. They help to prepare healthy snacks during the day such as chopping up pineapple with the help and supervision of the childminder. They benefit from homemade nutritious meals and fresh fruit daily and are becoming aware of the impact this has on their health with comments such as 'I'll grow big and strong' after finishing off a bowl of mixed fruit. Good hygiene routines and independence are encouraged, and any sickness or injuries are managed well. Children learn how to keep themselves safe and on outings they learn about road safety. Children also learn about dental hygiene and have visited the local dentist where they had the opportunity to sit in the dentist's chair, look at x-rays and try on the protective glasses.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----