

Inspection report for early years provision

Unique reference number	315368
Inspection date	16/07/2009
Inspector	Wendy Brooks
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).

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 1990. She lives with her adult son and two other children aged 11 and 13 in Rainford, near St Helens, Merseyside. The whole of the ground floor is available, except for the downstairs bedroom. There is a fully enclosed garden for outside play. The upper floor is not available for childminding. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

There are currently six children on roll under eight, four of whom are under five years.

The childminder walks to local schools to take and collect children. She attends the local toddler group and takes the children to the local park. The childminder has links with other settings where minded children attend.

The childminder keeps a pet dog, goldfish, rabbit and guinea pigs all of which are accessible to the children.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's welfare and development are promoted because the childminder is aware of children's individual needs. Children are encouraged to learn about the wider world and have some understanding of diversity. Partnerships with parents and carers are in place which assists the childminder in meeting children's needs. The childminder keeps her knowledge of childcare initiatives up to date by attending regular training courses which improves the provision for children.

What steps need to be taken to improve provision further?

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

- continue to make systematic observations and assessments of each child's achievements, interests and learning styles which are linked to the areas of learning; use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- consider using a system of self evaluation to monitor and evaluate the quality of the provision and use this to improve the provision for the children who attend
- ensure that all adults who spend time at the setting and have regular contact with minded children are checked for suitability

The leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a clear understanding of her responsibility in this area and she has attended recent training. Written policies are in place and shared with parents, which detail the appropriate procedures to follow. Up to date contact numbers and guidance from

the Local Safeguarding Children Board is easily accessed should there be any child protection concerns. Written risk assessments are in place for the home and regular outings that children take part in. Records of daily checks of the areas children use are in place but are not maintained.

The childminder ensures that parents are aware of the routines, activities and procedures that are followed. Written policies and procedures are shared with parents and confidentiality is ensured. The childminder displays some information for parents within her home and talks to them about their child's day. The majority of required information is obtained from parents during the admissions procedure, although the childminder has cared for children before ensuring that written parental consent for emergency treatment is in place, which impacts on children's well-being. The childminder arranges a settling in period in liaison with parents to ensure children are comfortable and relaxed in her care. Some minded children attend other early years settings and the childminder has established links with other providers, although children's development and achievements are not discussed.

The childminder has attended recent training to enable her to further develop her knowledge of current childcare initiatives. However, she has not completed any form of self-evaluation record or identified areas for development within the provision. She has taken steps to meet the recommendations set at the last inspection, for example by updating her knowledge of safeguarding procedures and putting required documents in place. The childminder has now developed an emergency escape procedure, although this is not carried out on a regular basis, which limits children's understanding of keeping themselves safe.

The quality and standards of the early years provision

Children are provided with activities and resources which are appropriate for their age and level of development. Children regularly attend playgroups where they can develop their social skills with other young children, and the childminder plans a variety of outings within the local area. Regular walks and visits to the park, in addition to playing in the childminder's garden, help to keep children fit and healthy. The childminder's home is arranged to allow children free access to a selection of toys and resources stored in low level boxes, and additional equipment is available when required.

Children dress the toy dolls and take them for a walk in the pram, before playing outside for a short time on the slide and wheeled toys. Later, the childminder provides art and craft equipment for the children to make butterflies, by cutting, gluing and colouring. Children enjoy talking about the butterflies they have seen outside recently and re-tell the story of the Hungry Caterpillar, which they know well, with real enthusiasm. Children's economic well-being is promoted as they develop an understanding of number, shape and colour through everyday activities, and are encouraged to develop their early reading and writing skills. The childminder encourages older children to practise writing their first name and supports them when naming different shapes on their art work. Babies are provided with age appropriate toys such as rattles, shape sorters and cause and

effect toys. The childminder demonstrates an awareness of activities for babies and younger children, such as exploring texture with crinkly paper and sponges and supporting children to build with large blocks to develop their fine motor skills.

The childminder has recently begun to carry out observations and assessments of the children to gain an understanding of their levels of development. The childminder's notes are very brief and do not identify next steps for individual children's learning. Presently children do not have individual development files in place, although the childminder has some examples of children's work and photographs of children enjoying a selection of activities over the years. Information regarding the Early Years Foundation Stage and children's progress across the six areas of learning is not shared with parents.

Children have some understanding of the world around them as they regularly visit places within their local community such as parks, playgroups and the library. The childminder provides some resources which reflect positive images of diversity, such as books and small world play. Some activities are planned to develop children's understanding of the wider world, such as celebrating Christmas, Easter and Chinese New Year, but this is not extensive.

The childminder treats minded children as part of the family and they are involved in activities which promote their personal, social and emotional development. For example, helping to care for the pet rabbit and guinea pigs in the garden, and they enjoy mealtimes as a social occasion sat together at the dining table. When babies go to sleep in the pram, older children help to gently push the pram and sing songs to help the baby relax. Children develop an understanding of keeping themselves healthy, such as washing hands after messy activities, visits to the toilet and before lunch. Children are provided with drinks of juice throughout the morning and are confident to ask the childminder if they can have cheese sandwiches at lunch time. The childminder takes children's preferences into account and is aware of any dietary needs. Some parents choose to send their own food for their children which is stored appropriately in the childminder's home.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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