

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY250920        |
| <b>Inspection date</b>         | 29/03/2012      |
| <b>Inspector</b>               | Karen McWilliam |
| <b>Type of setting</b>         | 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.

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 2003. She lives with her husband and children aged 10 and 13 years in the Wirral. The whole of the ground floor is used for childminding, except the lounge. The family has a guinea pig as a pet.

The childminder is registered to care for a maximum of five children under eight years at any one time, of these, not more than two may be in the early year's age range. When working with an assistant these numbers increase to a maximum of eight children at any one time, of these, not more than six may be in the early year's age range. The childminder is currently minding one child in this age group. She also offers care to children to children aged over five years. However, there were no early years children present on the day of the inspection. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and she 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 has created a happy and welcoming family home where children's individual needs are routinely met. Through discussion, she demonstrates that she has a sound understanding of the Early Years Foundation Stage; therefore children make steady progress in their learning. Overall, systems ensure children are safe. However, some omissions have led to the childminder breaching two of the welfare requirements. A meaningful partnership with parents ensures an inclusive environment that values each child's unique qualities. The arrangements for assessing the progress of children are in their early stages. The childminder is beginning to evaluate her provision to plan for future improvement and to drive ambition forward.

## What steps need to be taken to improve provision further?

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

- conduct an annual risk assessment that includes aspects of the environment that need to be checked on a regular basis and keep a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 12/04/2012
- update the complaints procedure and provide parents 12/04/2012

with information that includes details for contacting Ofsted (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register).

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

- improve the use of observation and assessment to support the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals

## **The effectiveness of leadership and management of the early years provision**

Children are protected and safe from harm because the childminder has accessed safeguarding training. She is aware of the signs and symptoms of abuse and has all the contact numbers to hand should she be concerned about a child in her care. The childminder conducts safety checks for any outings and takes appropriate action to manage or eliminate any risks. However, there are no risk assessments in place to cover all aspects of the environment. Therefore, the childminder does not maximise opportunities to ensure children's safety as they explore. The childminder has a current first aid certificate and there are suitable arrangements for recording accidents and medication. Children are protected from cross-infection because the childminder has effective hygiene procedures in place.

The childminder enjoys a positive relationship with parents and kind words in cards evidence that they are happy with the quality of provision. Settling-in sessions and informal discussions encourage parents to share information about their child. This ensures that children's individual needs are met. Parents are asked to read a welcome file which contains information about the provision and a copy of all the policies. However, information for parents regarding Ofsted's contact details is outdated. Therefore, parents would not have the correct information should they wish to contact Ofsted. The childminder ensures that all parents receive information regarding their child's day on an on-going basis. The childminder has developed sound partnerships with other early year's settings that the children attend. For example, a comments book is maintained and shared by all involved with children's care and learning. This ensures that settings and parents share in children's achievements or any concerns. The arrangements to support transitions ensure a complementary and consistent approach to children's learning and development. The childminder and her assistant also work well as a team which enhances the children's experiences.

The provision is very spacious and effective use of low-level storage promotes children's independence. There is a range of age appropriate, well maintained and exciting resources for the children to freely access. The childminder is committed to promoting better outcomes for children. For example, all the previous

recommendations were promptly and effectively addressed and she now ensures a daily record is maintained detailing adults who work alongside the children.

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

Photographs and handwritten comments demonstrate that children enjoy their time at the setting. For example, children write 'thank-you for being there to meet me' in cards. Daily planning with the children ensures that there is an equal balance of adult-led and child-initiated activities. As a result, children participate in purposeful play and exploration. For example, children asked to celebrate the Chinese New Year by creating dragons which the childminder proudly displays in the setting. This actively stimulates the children's senses, imagination and creativity. Completing jigsaws and discussing colour and matching games, promotes children's awareness of problem solving, reasoning and numeracy. Resources for mark making are always available for children, to support their early writing skills. There are games consoles and children have access to a computer. This promotes children's awareness of technology and supports their development of skills for the future. The childminder is starting to use observations, photographs, and children's work to support planning. However, she recognises that this is not yet fully developed. Consequently, they do not maximise opportunities for children to achieve as much as they can.

The childminder says she enjoys warm and loving relationships with the children and states they are like one big family. Lots of praise and encouragement promotes the children's well-being. The childminder is a positive role model to children and follows consistent routines which meet children's individual needs. She offers clear explanations to them about what is acceptable behaviour in the provision. Therefore, she states children are well-behaved and demonstrate an awareness of what is happening next. Consequently they settle quickly into activities upon arrival to the setting. The childminder ensures that each child feels special, which is reflected in photographs in the scrap book. Children learn to keep themselves safe whilst out and about as she discusses road safety and stranger danger. The childminder provides some resources that reflect the wider world in which we live and supports their participation in a variety of festivals. This promotes young children's awareness of similarities and differences.

Children's health is promoted in the setting. The childminder explains that all food preparation areas are thoroughly clean and children wash their hands before meals. Children develop healthy eating habits because the childminder ensures that they are offered nutritious choices such as fruit. The childminder explains that children access fresh air on most days because she takes them to the local park and playing field where they develop physical skills in walking, running, jumping and climbing because they make use of a variety of resources to test and challenge their skills. This also contributes to children adopting healthy lifestyles.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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:

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 compulsory part of the Childcare Register (Suitability and safety of premises and equipment). 12/04/2012
- take action as specified in the compulsory part of the Childcare Register (Providing information to parents). 12/04/2012

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 compulsory part of the Childcare Register (Providing information to parents). 12/04/2012
- take action as specified in the compulsory part of the Childcare Register (Suitability and safety of premises and equipment). 12/04/2012