

Inspection report for early years provision

Unique reference number	EY333062
Inspection date	02/02/2010
Inspector	Victoria Gail Halliwell
Type of setting	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 2006. She lives with her husband and two children, aged 10 and six years, in Skemersdale, close to local schools, pre-schools, shops and parks. The ground floor of the childminders home is used for childminding and toilet facilities are located on the ground floor. There is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom, three may be in the early years age range. She is currently caring for three children in this age group. She also offers care to children aged from five to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is available to provide care each weekday, on a full-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder satisfactorily promotes most aspects of children's welfare. Children are warmly welcomed into a child centred environment and benefit from a warm and loving relationship with the childminder, which help them feel safe and secure. Relaxed and informal relationships with parents facilitate a daily exchange of information and help promote continuity. However, not all documentation is satisfactorily maintained and some hygiene procedures are not rigorous enough. Children are making steady progress in their learning and development, because the childminder provides a suitable range of developmentally appropriate activities and experiences. Records of children's learning are maintained, but are not fully developed and partnerships with other providers delivering the Early Years Foundation Stage have not been established. The childminder is beginning to reflect on her practice but systems do not yet evaluate all aspects of the provision.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 19/03/2010
- take necessary steps to prevent the spread of infection when changing nappies (Promoting good health). 19/03/2010

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

- develop records of children's learning and development, to clearly show their continued progression towards the early learning goals, given their starting points, also develop the links between identified next steps and planned activities
- liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care
- implement a system of self evaluation to identify strengths and priorities for development that will improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded, the childminder is aware of possible signs and symptoms of abuse and is able to implement appropriate procedures to protect children from possible harm. Relevant guidance documents are available for reference and details of the childminders safeguarding policy, are appropriately shared with parents. Appropriate systems are in place to ensure children's safety within the childminders home and while on outings. The childminder conducts effective risk assessments and takes appropriate action to minimise hazards. Consequently, children move freely and safely around her home. The childminder uses space and resources effectively, as a result, children have sufficient space to play and are able to select their own play materials. They also benefit from direct access to a well resourced outdoor play area.

The childminder has several years experience in caring for young children and is committed to the continued improvement of her service. Since her last inspection she has developed a satisfactory knowledge and understanding of the Early Years Foundation Stage Framework and is beginning to reflect in more detail on the service she provides, particularly considering how effectively she meets the learning and development requirements. As a result, the childminder has introduced learning journals, which include some observational assessments. Documents are available to facilitate a formal process of self-evaluation, but have not been completed, consequently the childminder does not currently consider the effectiveness of all aspects of her provision. Most written records are satisfactorily maintained, however, parental consent to administer medication is only obtained at admission and not for each and every medication, which is a specific legal requirement.

The childminder provides an inclusive service and satisfactorily promotes equality and diversity. All children are warmly welcomed and are valued as individuals. The childminder agrees individual care needs and preferences with parents prior to children attending and promotes relaxed and informal relationships with parents. Consequently, much information is exchanged verbally on a daily basis. Parents also receive a comprehensive handbook which ensures they are well informed about many aspects of the childminders service, including policies and procedures. The childminder is aware of the importance of working with external agencies, however, partnerships with other providers delivering the Early Years Foundation Stage are not established. As a result, the childminder is unable to ensure continuity in children's learning when they attend other settings.

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

Children make steady progress in their learning and development, because the childminder has a satisfactory knowledge of the six areas of learning and broadly provides a balanced range of activities and experiences which help children develop key skills for the future. The childminder knows individual children well and provides activities which link directly to their likes and interests. Consequently, children are becoming active and inquisitive learners. For example, children's interest in balls is developed when the childminder provides a selection of different sized balls and encourages children to experiment and find out which one rolls the fastest. This activity is extended further by the introduction of a drain pipe for the balls to travel down. Children confidently explore their surroundings and are well supported by the childminder as they make meaningful choices about how they spend their time. For example, when children express an interest in the train track the childminder supports younger children in the assembly process and provides an encouraging dialogue. Consequently, children use speech to give meaning to their actions as they play with imagination.

Children have good opportunities to play outdoors and benefit from fresh air and exercise, which contributes to a healthy lifestyle. The childminder provides a good range of play materials which help promote children's physical development as they learn to manoeuvre and steer a selection of tricycles and sit and ride toys. In addition children benefit from both adult and child led activities outdoors, for example, planned activities in the water, encourage children to learn about volume and capacity as they fill and empty containers. Children also enjoy mark marking outdoors and make foot prints with water on the paving stones. Children's time with the childminder is complimented with regular outings, which raise children's awareness of the community in which they live. The childminder is a positive role model who provides opportunities for children to find out about their own cultures and beliefs and those of others, which encourages them to appreciate diversity. For example, children make daffodils for St David's day, and try Haggis on Burns night. They play with resources, which reflect positive images of diversity and are introduced to the French language.

The childminder routinely completes a learning journal, which clearly highlights children's interests and how the childminder intends to develop them. Observations are also completed, but these sometimes lack detail and whilst they often identify individual learning priorities, they are not securely linked to plans for children's future learning. In addition the childminder does not identify children's starting points, consequently written records do not show children's continued progression towards the early learning goals. Children are well settled and enjoy their time with the childminder, they are becoming increasingly aware of their own safety, for example, they understand they must wait in the hall while the childminder straps each child into their car seat and older children are learning about the importance of road safety while walking in the community. Children are learning the importance of socially acceptable behaviour as the childminder gently explains that they must wait their turn and provides regular opportunities for them to socialise

within a larger group. Many aspects of children's good health are effectively promoted. Children benefit from a suitable range of healthy and nutritious meals and snacks. They are learning about the importance of good personal hygiene, such as, washing their hands before meals. However, insufficient action is taken to help prevent the spread of infection when changing nappies.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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 Early Years Register section of the report (Safeguarding and welfare)(also applies to the voluntary part of the Childcare Register) 19/03/2010

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 Childcare Register section of the report (Safeguarding and welfare) 19/03/2010