

Inspection report for early years provision

Unique reference number	EY357830
Inspection date	10/02/2011
Inspector	Frank William Kelly
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2007. She lives with her husband and two children, one of adult age and the other who is nine, in the Prescot area of Merseyside. The whole of the ground floor and a bathroom on the upper floor are used for childminding purposes. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children under eight at any one time. Of these, three may be in the early years age range.

There are currently four children on roll in the early years age range. The childminder is also registered to care for children aged eight to 11 years on the voluntary part of the Childcare Register. She currently has one child on roll in this age range.

The childminder holds a National Vocational Qualification at Level 3 and receives support from the Local Authority. She takes the children out regularly to toddler groups, parks and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A key success of this setting is the childminder's ability to utilise the space within her home to create an exciting and safe space for children to be. Her warmth and affection promote positive relationships, meaning that the young children being cared for are confident and willing explorers of their environment. Observation and planning take place and are used successfully to help children make good progress in all areas of their learning, in particular, their understanding of being healthy. The children's welfare is promoted through consistently implemented policies and procedures. These sound policies, along with the retention of most other regulatory documentation, is contributing to the strong and effective parental partnerships in place. The childminder has begun to develop a formal system for self-evaluation and demonstrates a commitment to improvement through her regular attendance of vocational training.

What steps need to be taken to improve provision further?

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

- revise the policy on administering medicines. In this instance ensure that written permission is obtained from parents for each and every medicine before administration (Promoting the good health of children).
- 24/02/2011

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

- further develop the records of the children's individual learning journeys so as to help maintain a clear view of their progress
- refine the records for risk assessment to ensure that each and every record states when it was carried out and by whom.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of how to safeguard children. She is familiar with the policies and procedures for reporting child protection concerns. She maintains records of visitors to her home and keeps the children close at all times. Children have good space to spread out and move safely and she gently draws attention to potential hazards, helping them to gain an awareness of keeping themselves safe. For example, she reminds the children that hanging over the side of the sofa may cause them to bump their head.

The home is kept secure, and good safety equipment, such as, collars to prevent doors being slammed, are in place. She has a good understanding of the process for risk assessment and full written risk assessments have been completed, although not all have been dated and signed as is required. Good policies and procedures for keeping children safe, such as, fire evacuation, lost children and outings, have been prepared. Overall, documentation is efficiently maintained. However, the procedures for the administration of medication do not fully comply with welfare requirements of the Early Years Foundation Stage. Although records of medication administered are maintained and signed by parents, the childminder does not obtain the required written consent to administer the medication beforehand.

The childminder's attitude to continually improving outcomes for children is good. For example, following recent training, she has revised the frequency of how meals and snacks are served, working closely with parents to meet the children's specific dietary needs and help develop more positive eating routines. She is aware that her systems for self-evaluation may benefit from being further developed, so as to act as a record of progression and assist with future review and monitoring of documentation.

The childminder's weekly and daily routines are thoughtfully organised and based around the differing children's needs. The home is comfortable and welcoming and children have good access to a wide range of well-maintained and regularly rotated, good-quality toys and equipment. For example, a simple but effective book store is located near the base of the stairs, is attractively presented and ensures children of all ages can reach the contents. Books, pictures, small world figures and dolls provide the children with images and information on the diversity of their wider world. Activities and stories about religions and cultural celebrations are undertaken to provide the children with opportunities to talk about and gain a wider understanding of their own and other people's cultures and beliefs. For

instance, visiting the Chinatown district of Liverpool to purchase dragon puppets and other artefacts.

The sharing of information with parents is very good. Regulatory information is displayed in the entrance area, notice boards are in the kitchen and children's pictures are displayed throughout the home. The childminder has established good initial contact systems and uses settling-in periods and daily liaison to continually engage parents. She keeps regular pictorial records of the children's play and uses mobile messaging services to update parents on what their children are doing. She also makes copies of all policies and procedures available to parents, ensuring that they are well informed about the service and children's unique needs and routines are very well attended to. The childminder demonstrates an understanding about the importance of creating a framework for partnership working with other settings and professionals, should the children be cared for at other childcare settings or have special educational needs and/or disabilities.

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

This is lovely place for children to be. The childminder's enthusiasm and attentive approach means children are playing and learning very well as she helps them make connections and build on their current experiences and understanding. For example, at a child's instigation they play 'shops'. The children dress up, wearing an apron and collecting items in their basket. They engage the childminder in discussion as they 'scan' the items across the play till. They talk about how many and the different types of items. This warmth of approach, interest and enthusiasm fosters a positive atmosphere which allows children to feel safe and secure in her care. Consequently, the children are busy and eager to initiate activities and physical contact with her. They excitedly ask her and other adults in the home to share a book and request the musical instruments and torches. Children's play is purposeful and ever-evolving, for example, the role play develops into preparing and cooking the food, during which they demonstrate an understanding of keeping themselves safe as they warn the childminder not to 'touch yet, as its hot'.

A record of the children's learning journeys has been created, which includes written observations, pictures and artwork completed by the children. The childminder knows the individual children's needs and current stages of development well. She uses this in an informal way to introduce activities that will help children extend and take the next steps in their learning. However, although a sample document is available to act as a record of progression, it is not currently being used by the childminder to act as a monitoring record. Nor are parents invited formally to contribute to their child's developmental records on a regular basis. That said, the planning and organisation of the home and routines ensure that children enjoy a varied programme of activities that successfully span the breadth of all six areas of learning.

The childminder is calm and respectful with the children and the other adults present in the home and so children are provided with positive role models. As they play, they are learning about turn-taking and consideration of others. The

children show an exceptional understanding of following good personal hygiene routines. They recognise their own hand towel and those of their friends, they competently help themselves to water from the water fountain and, with parental agreement, clean their teeth following their lunch. They help to wipe and clear the table and observe very good hygiene practises, such as, regular use of anti-bacterial gel, as implemented by the childminder. They participate in a wide range of physical activities and walk daily. Outdoor play is equally valued and children are learning about choosing healthy foods through board games and growing summer vegetables, such as, tomatoes, peas and cress.

The childminder understands the importance of communication in supporting children's learning and future development. She has created a range of communicating friendly spaces indoors and out. The children enjoy making a den out of the table, chairs and a soft throw. They giggle as they hide with the childminder under the covers and listen to the talking story. As the children play, the childminder asks open questions, such as 'what would you like and how will we do that'? Children enjoy the opportunities to explore natural materials, such as, pebbles and shells. Their future skills for life are being fostered through regular opportunities to mark-make, construct with materials and play with toys that represent technology. These experiences are further enhanced in real life situations, such as, pressing buttons at the crossing, counting items in the supermarket and paying their fare when they travel on the bus. Consequently, children are developing lively and enthusiastic attitudes towards their learning in this stimulating and fun environment.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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
--	-----