

Inspection report for early years provision

Unique reference number	EY399624
Inspection date	02/02/2010
Inspector	Christine Stewart

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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and three children aged ten, 16 and 18 years in Prenton Wirral peninsular, close to shops, parks, schools and public transport links. Children use most of the ground floor and a bedroom and bathroom on the first floor. There is an enclosed garden for children's outdoor play. The family have a dog and a hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years, of whom not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently three children on roll. The childminder has a level 3 qualification in early years and is a member of the National Child Minding Association and local childminder network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the care of the childminder, who offers them a varied range of activities and experiences. The childminder develops a good working relationship with the parents of the children she cares for. The childminder is developing her knowledge of the Early Years Foundation Stage (EYFS) framework and has begun to record children's progress. However, starting points for children have not been established and the required planning, observations and assessments of the children are not robust, to support their learning and development in all areas.

What steps need to be taken to improve provision further?

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

- ensure all records maintained on children, such as, children's information sheets, attendance register and emergency consents contain the required information to protect children's welfare
- further develop the record of risk assessments
- establish children's starting points and develop ongoing observational assessment to inform planning for each child's continuing development across all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from the risk of abuse or neglect because the childminder has a secure knowledge of safeguarding procedures and a policy in place, which is shared with parents. All visitors to the premises record their

presence in the visitors book. Emergency evacuation procedures are known, recorded and practised to protect children's well-being. Records, required for the safe and efficient management of the setting, are in place. However, some entries require more detail to provide an informative reflection of minding arrangements. Risk assessments are in place but need to include all outings. The childminder is qualified to administer first aid, which means she can respond appropriately in the event of an accident. Toys and equipment are safe and suitable and appropriate measures, such as socket covers and a stair gate are in place to ensure children's safety.

This is the childminder's first inspection, she has been minding children for only a short time. She has started to self-evaluate her provision and plan for its development. For example, she has identified planning for children's progress, as an area to develop, in order to further enhance her practice. The childminder ensures that her home is an inclusive environment, where all children and their families are made to feel welcome. She deploys her resources effectively and plans space well. This enables children to make choices in their learning and develop their play independently.

Partnerships with parents are good because of the childminder's commitment to providing them with regular written and verbal information about their child. Each child has a 'daily diary' recorded both by the minder and the parents, to exchange information to promote each individual child's care and well-being. The childminder's comprehensive policies and procedures are shared with the parents, which informs them of the type of care their child can expect to receive. Information is displayed on the walls to inform parents of the EYFS principles, along with the childminders insurance and certificate of registration. The childminder has not yet needed to develop links with other providers who deliver the EYFS framework, as this currently does not apply to any children in attendance.

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

The childminder has a basic knowledge of the EYFS, but has a sound understanding of how young children develop and progress. She has an National Vocational Qualification (NVQ) level 3 in childcare and education to support this knowledge. She offers interesting and varied opportunities to help children make progress and meet their care needs. She recognises the importance of play and provides a balance of adult-led and child-initiated activities. The childminder has introduced children's profiles, which show photographs of the children engaged in a range of activities. However, robust systems to establish children's starting points and track their progress across the six areas of learning through observation, assessment and planning is not yet in place. This means that children's individual progress towards the early learning goals is not clearly monitored.

Children enjoy their time spent with the childminder, as she engages them in a range of age-appropriate activities, both indoors and outdoors. An organised environment helps children to become independent and active learners, as they

select their own toys and activities, enabling them to initiate their own play. The childminder responds to children's interests and joins them at the table to roll and cut the play-dough. The children talk about the shapes they make as they select various shape cutters of flowers and faces, skilfully manoeuvring the cutters to create the desired effect. The childminder encourages them to count 'how many flowers' they have made. Offering praise and encouragement as they count to five. Chunky paint sticks give opportunities to mark make, creating patterns and paintings to display on the wall and another one to take home. The childminder puts their name on their pictures as they look on with interest and begin to recognise the letters that form their name.

Outings within the local area, to the park and toddler group provide an opportunity to play on large apparatus, such as, slides as well as developing children's understanding of their local community. Resources including books, jigsaws and small world play, provide positive images of diversity and help children to value difference. Established daily routines for outings, snacks and meal times help children to feel safe and develop a concept of time in an environment where they can predict what happens next.

The childminder promotes positive behaviour and offers children lots of praise and encouragement. Children relate warmly to her and develop a sense of identity and belonging in her home. The childminder offers good opportunities for children to learn how to look after their own health, safety and well-being. For example, they clean their teeth after lunch with 'flashing' toothbrushes to make this a fun activity. They have daily exercise and fresh air to promote a healthy lifestyle. The childminder ticks the fruit chart in the kitchen when children have a piece of fruit, so children learn that it is good for their health to have their 'five a day'.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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

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	2
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:	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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