

Inspection report for early years provision

Unique reference number	EY409112
Inspection date	05/10/2010
Inspector	Gillian Sutherland
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 2010

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 2010. He lives with his wife, who is also a registered childminder, and adult daughter in Halewood, an area on the outskirts of Liverpool. The areas used for childminding are all on the ground floor apart from the family bathroom, which is upstairs. The areas accessed by the children are the designated playroom, front lounge, dining room and conservatory. There is a fully enclosed rear garden, which is used for outdoor play. The family have a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time and when co-minding a maximum of 12 children under eight years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, five of whom are within the Early Years Foundation Stage. The childminder also cares for children before and after school and has begun to develop links with the teaching staff of the schools the children attend. The childminder walks to local schools to take and collect children. The childminder 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 provides a safe and welcoming environment. Children are relaxed and settled in an inclusive environment where their individual needs are fully met. The childminder has developed a working partnership with the parents of the children he is asked to care for and has begun to extend this partnership with other providers delivering the Early Years Foundation Stage. The childminder has begun to identify some areas for improvement, however, he is in the early stages of developing systems to evaluate and develop all areas of his provision. Consequently, the childminder has a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the partnership with other providers delivering the Early Years Foundation Stage Framework, and use this information to inform future planning
- develop further the sharing of information between parents and childminder about what children are able to do prior to care commencing
- develop the culture of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a written safeguarding children policy, which complies with current guidance and details the procedures that will be followed should he have any concerns about a child in his care. The childminder is aware of the signs and symptoms of abuse and has the contact details of the relevant agencies, which he would contact should he have any concerns about a child he is caring for. He shares all his policies with parents prior to care commencing thus ensuring they are aware of his responsibility regarding child protection. Written risk assessment documentation has been meticulously prepared and covers most areas of the house used and also the different venues visited with the children.

Children access a very varied range of activities and experiences and the childminder is beginning to observe, assess and record each child's progress and development. Assessment systems do not currently identify the children's abilities prior to care commencing, although the childminder has started to identify the next steps in their learning. He ensures the individual needs of each child cared for are fully met, and they learn about the differing needs and abilities of people and children not only in their own society but also in the wider world. One of their projects is the sponsorship of a guide dog. The childminder has photographs of their sponsored dog and talks to the children about why some people need a dog to guide them when they go out. On another occasion the childminder and children had a 'Lunch for Haiti' and the money raised was sent off to the appropriate charity. This gave rise to discussions about where food comes from and how some people and children do not have the opportunity to go to the shops and buy their food but have to grow their own. Prior to care commencing the childminder gains information from parents regarding individual care needs including any dietary or cultural needs.

The childminder is beginning to identify some of the strengths in his childminding practices and is recognising where there are areas for improvement. He is developing partnership working with other early years providers, for example the local school and play groups the children may attend. The childminder plans to use this information gained to complement the activities taking place at school and the play group.

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

The childminder has a satisfactory knowledge of the Early Years Foundation Stage Framework, which he uses to ensure that the available resources and planned activities cover the six areas of learning. The childminder recognises the importance of play and ensures that throughout the day there is a balance of child-initiated and adult-led activities. He engages the children in conversation about what they are doing, for example children like to use the role play resources and enjoy making a pretend cup of tea or meal for their dolls or friends. On display in

the play room is a set of laminated posters, which reflect not only children from different parts of the world but people who work in society and who help and care for people and children. For example, people who work on a life boat, deliver the milk and help when crossing the road. The childminder refers to these posters as and when children are playing or talking about such people.

Children play safely in the designated areas of the childminder's home and also in the fully enclosed designated outdoor play area. He has taken many steps, both inside and out, to ensure children's safety. For example, he talks to the children about wearing safety helmets when they are riding their bikes outside. Children are encouraged to walk, not run on the pavements and they learn about road safety as they go to and from local schools with the childminder, or as they go out and about to nearby places of interest. Indoors they are encouraged to put toys away before getting other ones out to play with and they are also aware of the procedures that would be implemented in the event of a fire because they practise these on a monthly basis.

Children are confident, extremely relaxed and settled in the childminder's care and they are encouraged to share and take turns as they play in small groups or pairs with different games and puzzles. The childminder has written house rules and a behaviour management policy, which parents are made aware of prior to care commencing. The childminder is a good role model for the children as he speaks courteously to them at all times.

Children enjoy fresh air and exercise and the childminder ensures this is a part in their daily activity programme. He walks to and from school with them on a daily basis but also takes them to places of interest. For example, the local park where they can run freely around in the wider open play spaces. Children make trips to the local woods where they participate in a bug hunt or collect leaves and twigs, which they then use to create their collage work. The childminder ensures that all children are given praise and encouragement as they succeed in completing a puzzle or pieces of art work, thus raising their self-esteem. Children freely self select the toys and resources of their choice and enjoy accessing the many programmable toys available.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

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