

Inspection report for early years provision

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Inspection date	14/11/2011
Inspector	Vickie 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.

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Description of the childminding

The childminder was registered in 2011. She lives with her partner and children aged eight, four and two years in the Sefton area of Liverpool. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor, with except of the utility room, is used for childminding. There is a fully enclosed outdoor play area to the rear of the property. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness. The home is accessible and toilet facilities are located on the first floor.

The childminder is registered to care for a maximum of four children under eight years. There are currently two children attending who are within the Early Years Foundation Stage. The childminder also offers care to children over five years. She is supported by the local authority and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual care needs are very well met by the childminder who appropriately promotes all aspects of their welfare, learning and development. Children are warmly welcomed into a safe, stimulating and child-centred environment and strong attachments help children feel safe and secure. Children benefit from a well-resourced learning environment which helps them make steady progress in their learning. However, systems to monitor children's progress and plan for their future learning are not fully developed. The childminder works closely with parents and partnerships with other settings are emerging. The childminder's capacity to improve is sound. She is beginning to reflect on her practice, although her self-evaluation is not fully effective.

What steps need to be taken to improve provision further?

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

- improve the record relating to risk assessments, so that it includes a record of the regular checks completed and when and by whom they have been checked (Suitable premises, environment and equipment).
- 29/11/2011

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

- clarify the system for administering non prescription medication so that

- parents are clear that prior written permission is required for each and every medicine; records should include the health reason for administering
- develop understanding of equality and diversity and improve the range of resources that reflect positive images of race, culture, gender and disability and provide support so that children have greater opportunities to learn to respect and value differences
 - analyse observations to highlight children's achievements or their need for further support and use this information to plan the next steps in children's learning
 - develop records of children's learning and development to show their continued progression towards the early learning goals given their starting points.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. As a result of training, the childminder has a sound knowledge and understanding of child protection issues and procedures. She is aware of possible indicators of abuse and is able to implement appropriate procedures to protect children from possible harm. Details of the childminder's safeguarding policy are shared with parents and all adults living on the premises have undergone checks to ensure their suitability, which further safeguards children. Children's safety is given a high priority. Risk assessments are completed and appropriate action is taken to minimize hazards. As a result, children play safely within the childminder's home. However, whilst the risk assessment is documented, a record of the regular checks completed by the childminder are not recorded, which is a breach of a specific legal requirement. The childminder uses the available space and resources effectively to meet children's needs and children benefit from a welcoming and stimulating child-centred environment.

The childminder has only recently commenced minding and is committed to the continued development of her service. Prior to registration she attended a wide range of relevant courses, but there has been a delay between the training and childminding commencing. As a result, the childminder is unable to fully evidence the impact of these, particularly in relation to children's learning and development. The childminder has, however, identified her training needs and requested additional training to help her improve her provision. The childminder is beginning to reflect on her service and has completed a self-evaluation, which in part provides an accurate appraisal of her effectiveness. However, it does not fully identify what she needs to do in order to secure further improvements. Attention to documentation is generally good and most records required to meet children's needs are satisfactorily maintained. However, the procedure for obtaining parental consent to administer non prescription medication lacks rigour and records do not include the health reason for administering medication.

The childminder provides an inclusive service and warmly welcomes all children and their families into her home. She is keen to work in partnership with parents and ensures they are well informed about all aspects of her provision through written policies, notice areas and general discussion. Daily diaries are used to

inform parents of their child's day and include details of activities completed. Parents state that they are happy with the service their children receive and comment positively on the feedback they receive from the childminder. Parents are encouraged to share what they know about their child, and changes to routines as children grow are fully discussed to ensure children's individual needs continue to be met. The childminder is aware of the importance of working with other settings to help promote continuity in children's care and learning.

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

The childminder appropriately promotes all aspects of children's welfare. Consequently children are safe and happy. Children benefit from strong attachments which ensure they feel secure. As a result, babies who are unsettled because they are teething are comforted by the childminder who holds them closely, stroking their face gently and patiently responding to meet their immediate needs, for example, holding them close, helping them settle to sleep, offering cold teething rings and administering pain relief. Despite their discomfort, babies smile in response to the childminder and are comforted by her presence. Children are encouraged to develop healthy eating habits. For example, the childminder provides home-made lentil soup followed by yoghurt and offers a range of healthy snacks. Young children benefit from regular walks in the fresh air and sunlight and their physical development is well supported by the childminder. As a result, babies are encouraged to crawl for toys that are placed out of their reach, are provided with sturdy furniture and equipment so they can pull themselves to standing and are introduced to a baby walker as they are encouraged to take their first steps.

The childminder has a wide range of high quality play materials that are easily accessible within the main play area. An interesting and varied selection of baby toys are provided on the carpet for less mobile babies to explore. Consequently, they are becoming active and inquisitive learners. Children's time within the childminder's home is complemented by regular outings to local groups where children have the opportunity to explore additional resources and develop their social skills as they interact, with their peers. Regular trips to places of interest including local parks and the duck pond, help raise children's awareness of the community in which they live. The childminder is a positive model who helps children develop a caring and positive attitude towards others. She provides positive explanation to questions older children ask. As a result, children are learning to respect and value differences. However, resources that reflect positive images of race, culture, gender and disability are limited.

In practice children are well supported by the childminder who naturally and spontaneously extends their learning as the play, for example, encouraging babies to stand unaided. The childminder has a satisfactory knowledge of the learning and development requirements. She is aware of the six areas of learning and has started to complete observations which provide some indicators of children's capabilities. However, observations are not fully analysed and, in most instances, do not help identify the next steps in children's learning. In addition, the childminder does not have any systems in place to identify the progress children

are making towards the early learning goals, so it is difficult to accurately monitor the progress children are making given their starting points.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2
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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