

Inspection report for early years provision

Unique reference number	313038
Inspection date	21/04/2009
Inspector	Gillian Sutherland
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and two adult children in the Broadgreen area of Liverpool, close to shops, parks, schools, and places of interest. The areas of the childminder's home used for childminding, are on the ground floor and the only areas upstairs used for childminding are one bedroom and the family bathroom. There is a secure, fully enclosed garden for children's outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group, the majority of whom attend on a part time basis. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school, regularly attends a playgroup and is a member of the National Childminding Association and local childminder network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are safeguarded as the childminder's policy and practices mostly comply with current legislation and guidance. They are cared for in a very warm and welcoming environment where a varied range of interesting activities are provided. Children benefit from the thoughtfully laid out play spaces, where toys and resources are set out in such a way that promotes their independence, as they self-select which ones they want to access. The childminder ensures that children are happy and that the activities provided meet their individual learning needs. She has developed a good working partnership with parents, which ensures the needs of the children are met and continuity of care is promoted. The childminder recognises that there are ways in which she can update her childcare knowledge and attends any relevant training or workshops that indeed may help her to do this.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment systems to help children make progress towards the early learning goals
- extend the current risk assessment to ensure it covers the different venues visited by the children.

The leadership and management of the early years provision

The childminder is very well organised and ensures that her home is a welcoming environment for children to play in. She ensures that children in her care are safe and secure: they cannot leave the premises unsupervised and a visitors book is used to record any visitors who may call whilst childminding is taking place. Children are encouraged to develop an awareness of their own safety as they go out and about with the childminder who makes them aware of road safety and stranger danger issues. Risks to children are effectively managed and eliminated through the use of a risk assessment document, and the childminder has, since the last inspection, maintained a written record of when fire drills have been carried out. However, the risk assessment documentation does not identify the procedures followed for all of all of the different venues visited by the childminder and the children.

The childminder is responsible for providing an inclusive childminding service where all parents and children feel welcome. In the activity programme the childminder ensures children celebrate seasonal themes and activities, the latest ones being Easter and spring. She has many resources, including an excellent selection of books which ensure that children gain an insight into the differing needs and circumstances of people not only within their local community but also within the wider world. The childminder has developed a good partnership with parents and prepared a portfolio which she shares with parents from the beginning and this file includes copies of her latest inspection report, details of any relevant training plus the childminder's comprehensive policies and procedures. All parents receive a copy of the childminder's written policies which inform and reassure them of her commitment to good practice. Parents are also provided with information of the planned activities linking into the Early Years Foundation Stage framework. Some parents have provided the childminder with very positive written feedback about the care provided. Regular meetings with other childminders and attending childcare courses ensures the childminder keeps up to date with relevant advice and guidance.

The quality and standards of the early years provision

Children benefit from a varied range of good quality play materials, books and resources. The childminder provides them with age appropriate resources and encourages them to participate in a varied range of activities which develop their physical skills, creative development and also introduces them to simple mathematics and problem solving. For example children were skilfully constructing the wooden railway track and then manoeuvring the engine and carriages around taking care to balance the trucks on the track. Children enjoyed the feel and textures of the objects found in the treasure bag and took turns as they waved the feathers on ribbons around talking to the childminder about the different colours. They were also able to identify mathematical shapes as the childminder using the very stretchy band and with her and the children sitting inside it one child said it was like a triangle. All the children enjoy their music and singing sessions where their numeracy and problem solving skills plus their language development are also

developed as such activities involve some simple calculation. For example, 'little spotty frogs sat on a wooden log' is a singing rhyme which children have to count out how many are left after each frog has in turn jumped into the pool.

Photographic evidence was seen of the children participating in a varied range of activities including the celebration of Chinese New Year, participating in activities for Red Nose Day and also cutting out and making snowflake pictures. Other photographs show children accessing the role play resources including the dressing up clothes. When looking at one of the many books together the childminder always sits at the same level as the children where they can see the pictures and listen as she talks to them about the story and encourages them to respond to her conversation. The childminder has a selection of books which deal with different situations in life. For example amongst the books available are I feel sad, I feel jealous, I feel frightened and I don't eat toothpaste anymore. The childminder and children regularly visit the local library for their books and also look forward to the visit from the local toy library where they can exchange the resources on a regular basis.

Children in the different age groups access a wide and varied range of resources and the older children participate in a selection of board games thus encouraging them to play together and take turns. The activity programme contains many child led activities as well as those adult led ones the childminder prepares. Their art and craft work ensures that children's fine motor skills are developed as they begin to use small cutting tools and experience different textures during their painting sessions as they paint with brushes, sponge pieces and their fingers and hands. Children's physical development is well promoted as they access a range of outdoor activities including visits to many nearby places of interest and some which are a little further a field. The visits include venues such as the farm, safari park, aquarium, zoo and also the forest. Visiting some of these venues ensure children become aware of the needs of different animals. Children also play in the childminder's garden which is fully equipped with a range of age appropriate outdoor play equipment.

The childminder has developed a good understanding of the Early Years Foundation Stage framework. She has begun to prepare written activity plans taking into consideration each child's individual development. She extends her observations of the children into their assessment files which is a more detailed written and photographic record of their progress and development, which she has begun to maintain.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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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