

## Inspection report for early years provision

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<b>Unique reference number</b>	313062
<b>Inspection date</b>	28/01/2009
<b>Inspector</b>	Angela Rowley
<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2000. She lives with her husband and two children aged 10 and 14 years in a semi-detached house in Huyton, Merseyside. The whole of the ground floor is used for childminding which includes two reception rooms, conservatory, kitchen and a designated playroom, which is the main area used by children. Bathroom facilities are located on the first floor and are accessible via the stairs. There is access to an enclosed garden for outdoor play and children attend some local activities and groups with the childminder. The childminder is a member of the National Childminding Association. She holds a certificate in Early Years Practice and is working towards an Early Years degree.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is available to provide care each weekday, on a full-time basis. There are currently six children on roll, four of whom are within the Early Years Foundation Stage (EYFS) and who attend on a part-time basis. The setting is registered on the Early Years Register and also the voluntary and compulsory parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

All aspects of children's welfare and their learning and development are extremely well promoted by the enthusiastic childminder. She is committed to providing a service of a very high standard and is extending her level of qualification which enables her to identify ways to continue to enhance her provision for children. Children thrive in the extremely stimulating environment because they are highly respected as unique individuals. Extensive efforts to develop effective partnership working ensures that children's individual needs are met. This enables them to make excellent progress in their learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- further develop monitoring and evaluation systems to help identify the setting's strengths and priorities for development, particularly in relation to the balance of the educational programme and opportunities for children's physical development.

## **The leadership and management of the early years provision**

The childminder is continually developing her provision. Attention to training and development is excellent. In addition to completing a recognised qualification and embarking on an early years degree the childminder has continued to complete focussed training sessions. Her new found knowledge has impacted very positively

on the quality of service she provides as she makes changes as a result. For example, following studies about how children learn she has adapted the ways she plans and provides activities for children. She has learned about Schemas and so now plans activities in response to her observations of children's current interests. This means that she is able to capture unique moments to optimise each child's opportunities for learning. The childminder continually reflects on her provision and identifies and builds on areas for improvement. However, she is not yet making the most of her systems to monitor the balance of learning opportunities provided to enable her to identify any gaps in provision for children's learning, particularly in physical development where outdoor opportunities are less accessible. Since her last inspection she has reorganised her play room and provided open access storage units which enable children to make independent choices about their play. Additionally the childminder has massively extended the information she obtains from and provides for parents. Consequently, partnerships are extremely effective in continuously planning for and meeting the needs of each and every child. A wealth of documented policies and procedures comprehensively show parents how the setting operates. Right from the start she uses what parents know already to plan for children's care and learning. Quarterly summative reports are compiled and shared with parents in their own home. Ideas of how to promote the next steps in children's development are agreed and both the childminder and parents monitor these plans together, which truly extends the ethos of working together. Parents' views are sought about the effectiveness of the provision using entrance and exit questionnaires in addition to discussions at each child's review meeting.

Arrangements for safeguarding are given very high priority. A wide range of methods enable the childminder to manage children's safety very effectively. She keeps records of visitors to the premises and displays clear, current safeguarding procedures. Arrangements for safety are comprehensively thought out. Risk assessments for both the premises and for outings are thorough, and specific safety precautions, such as the use of emergency contact wristbands and taking consent for medical treatment in the 'outings bag', are some of the highly effective measures taken.

## **The quality and standards of the early years provision**

The childminder has a strong knowledge of the EYFS learning and development requirements and routinely uses the guidance in practice. Every child's progress is carefully and continuously monitored. Meticulous recording enables the childminder to very effectively show what children can do which evidences the excellent progress they are making. She uses her observations very effectively to inform her summative assessments of what each child can do. These are then used to identify children's next steps and to plan ideas of how to support this development. The childminder also plans activities across the areas of learning which means that children are provided with a comprehensive programme of planned opportunities to extend their experiences, for example, exploring seasons and different religious or cultural events. The childminder uses children's current interests to capture the moment and build on their learning. For example, when a child shows excitement as he notices an aeroplane, the childminder uses this interest to provide a craft activity to make an aeroplane, remembering the ones that flew in the sky. This

extends to investigations when they explore the shape of wings and how the shape helps it glide.

The childminder has an excellent understanding of how children learn and she promotes this at every appropriate moment during natural play and routines. For example, at an early stage children are beginning to count as they 'pop' the dice dome and move their game counter the corresponding number of spaces. Children also count naturally as they play skittles and consider the number they have knocked down, and also when they count the stairs on the way up to the bathroom. Children's dispositions and attitudes to learning are developing very positively. They are curious and frequently ask, 'what's that?' and 'why?' At an early stage children are thinking independently and following through their thoughts and ideas. For example, when the childminder mentions snack-time the children pull out the little table and each gets a chair ready to have their snack. They self-select resources, knowing what they want to play with. High priority is given to promoting communication skills in line with children's stages of development. Along with parents the childminder keeps a note of new words used so together they can extend children's vocabulary. She provides meaningful opportunities for learning that print carries meaning. For example, she sets up a pizza delivery service with role play resources, children use telephones to take orders and write them down. They also use electronic play tills to take money. These types of play experiences are forming a firm foundation for children's future learning.

The very clean and well maintained learning environment provides stimulation at all levels. Children have a strong sense of belonging in the childminder's home because she displays their artwork and provides personal cups, flannels, towels and toothbrushes, for example, labelled with their own names and photographs. Posters, alphabet and number friezes are used to good effect in reinforcing children's learning.

The promotion of children's health and well-being is given high priority. The childminder has signed up to the 'Change 4 Life' campaign with the children and takes part in 'The Big Toddle' event. Excellent attention to hygiene ensures the risk of cross infection is minimised and children take part in hygiene routines, such as wiping the table before snack. Children are very well nourished as the childminder provides freshly produced healthy meals and snacks in line with her written policy. Children also learn about staying safe in a wide variety of meaningful ways. The childminder makes good use of people she knows to provide real life, interesting experiences for children, such as to see the police dog and police diving team. This provides excellent opportunities for discussion.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that there are procedures for complaints which reflect the requirements of the childcare register, in particular that parental complaints are responded to with an outcome within 20 days (CR7).

12/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in relation to the compulsory part of the Childcare Register (CR7).

12/02/2009

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.