

Inspection report for early years provision

Unique reference number	322213
Inspection date	12/01/2009
Inspector	Margaret Patricia Mellor
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 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 1983. She lives her husband and adult daughter in South Liverpool. Children use the whole of the ground floor of the childminder's home for their care and activities. There is a secure fully enclosed garden for children's outdoor play.

A maximum of six children aged under eight years may attend at any one time. There are four children on roll in the Early Years Foundation Stage aged from 15 months to four years. The childminder also cares for two children aged over five years, and this provision is registered by Ofsted on the compulsory and voluntary Childcare Registers. She walks to collect children from school or take them places, and regularly attends local toddler groups.

The childminder is qualified to level 3 in children's care, learning and development, and has a "Children come first" quality assurance award. She receives support from the local authority, and is a member of the National Childminding Association and local childminding network group.

Overall effectiveness of the early years provision

Children are very happy and confident in the childminder's home, and are cared for in richly resourced, and very welcoming, enabling and inclusive environment. An exemplary range of activities, and excellent partnerships with parents promotes the individual needs and learning of every child with great success. The childminder is very caring and attentive to the children, and promotes their welfare and safety exceptionally well. She demonstrates an excellent commitment to improving the outcomes for children, successfully using Ofsted's self evaluation form, and keeping herself very well informed with new initiatives through resources materials and training.

What steps need to be taken to improve provision further?

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

- building upon natural resources that further communicate friendly spaces to children.

The leadership and management of the early years provision

Children benefit from exemplary adult support, and the environment with areas for rest and play, promotes their welfare and learning particularly well. The childminder organises the toys and activities with children in mind affording them great opportunities investigate for themselves and become independent. She demonstrates plenty of commitment to continuous improvement, and is taking into

account children's interests and the views of parents to inform self evaluation. She is qualified and very experienced in Early Years, and her regular attendance at training events, also has very good outcomes for children. For example, she has introduced a messy play area and greatly improved sensory resources, and has identified that communicating friendly spaces with natural materials, such as wicker toy baskets, is not yet fully developed.

The childminder knows the children well, making allowances for their different personalities and learning styles, reflected in children's warm interactions with her, and strong sense of belonging. She enjoys excellent relationships with parents, liaising closely with them to complete settling in diaries, helping to identify all the children's individual needs, and what they already know and can do. On going sharing of information is excellent, for example, she takes time to write a daily provision log, and keep a diary for every child, and actively involves parents in children's learning. Parents, themselves, comment on how much they enjoy reading children's about what they have been doing that day, and looking at pictures of their achievements.

The childminder is using the Early Years Foundation Stage with great success, and demonstrates an exceptionally good understanding of how children learn through play and their daily routines. Activities are planned around children's needs and interests, and excellent systems are in place to help children achieve as much as they can. Starting points, and parent and childminder observations are linked to the area of development the skill relates to and inform planning, for instance. Great steps are taken to safeguard children and promote their health, for example, the childminder is secure in her knowledge for reporting child protection concerns, and risk assessments and hygiene procedures are particularly robust. Well written policies, and good organisation of required documentation, further contributes to the safe management of the provision and children's well-being.

The quality and standards of the early years provision

Children have plenty of fun in the childminder's care, and are making great progress in their learning and development. Fabulous toys stimulate their enjoyment and conversation, and freely choosing activities for themselves, promotes independence and self-esteem. The childminder is very good at making children feel valued and that they belong through their 'What is it I like for me' display, and bringing favourite toys from home. Daily plans are flexible, based on the children's spontaneous interests and routines, and provide an excellent balance of child initiated and adult led activities. For example, children freely choose whether to play in the water or snuggle up on the sofa with a book, and the daily plans show opportunities to participate in creative play and visit places of interest, which are enjoyed by all. Children particularly relish the freedom of the garden and climbing, wheeled toys and hunting for bugs are particular favourites.

Children are very eager to learn and the childminder makes sure they are all included in activities, for instance, toddlers are supported well to join in water play activities with older children. They show plenty of curiosity as they explore using their senses, and love to smell, feel and taste the carrots they peel for lunch.

Activities, and multi-cultural and positive image resources reflecting diversity help children to develop very positive attitudes toward others, and their own and others cultures. They learn about the wider community by creating their own 'Superlambanana' for Liverpool Capital of Culture, and in the garden they become aware of the changing seasons. Children behave very well, responding warmly to the childminders kind words of praise and encouragement. They enjoy playing together, and regular visits to the childminder drop in sessions also provide worthwhile opportunities for younger children to socialise with others.

Wonderful opportunities are provided for children to freely express their own thoughts and ideas using a variety of creative media and materials. For example, they explore musical instruments and paint and collage, and re-enacting their own experiences through role play, helps them make sense of the world. They have access to a computer and camera, and in the community extend their awareness of Information Technology Communications through the 'green man' when crossing roads. During play toddlers learn about number, and older children are progressing very well in problem solving and calculation. Children show obvious enjoyment when singing, and the childminder fosters their interest in books particularly well with props, encouraging imitation and repetition of sounds and words, whilst reading and sharing books with them. They relish mark-making with free access to a wealth of writing resources, and an environment rich in numerals, print as labelling also greatly enhances children's skills for the future.

Children's interest in a healthy lifestyle is very positively nurtured by the childminder. Potting plants with simple tools, and visits to the park provide great opportunities for physical development, and they develop their fine motor skills through puzzles, for instance. Children are encouraged to talk and learn about how different foods benefit their bodies as they tuck into fresh tuna, pasta and vegetables at lunch time, and activities with the five a day 'Crocodile' further fosters their interest in healthy eating. Learning to keep themselves safe is very much encouraged as part of the natural daily routine, and through planned activities, about 'Humpty Dumpty' and practicing fire evacuation, for instance. Robust risk assessments and hygiene practices vigilantly followed by the childminder, and excellent exchanging of information with parents about dietary needs, medication and sleeping arrangements, ensures that parents wishes are respected and children stay safe and well.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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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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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

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.