

## Inspection report for early years provision

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<b>Unique reference number</b>	503898
<b>Inspection date</b>	02/12/2008
<b>Inspector</b>	Gillian Sutherland
<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 1998. She lives with her husband and adult daughter in Aigburth, Liverpool and the house is within walking distance of shops, schools, toddler groups, parks and libraries. The whole of the ground floor apart from the kitchen is used for childminding purposes and upstairs the children access the family bathroom. There is an enclosed paved area for outdoor play. The family have two dogs.

The childminder is registered to care for a total of six children at any one time under the Early Years register and the compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently a total of seven children on roll some of whom attend on a part time basis.

The childminder attends the local carer and toddler group plus a childminder group on a regular basis. The childminder is a member of the National Childminding Association.

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

The childminder's excellent partnership with parents and the provision of wide and varied activities, ensure that children make excellent progress in all areas of learning and development. The childminder's in depth knowledge of children's individual needs plus the organisation of her home and welcoming posters on display helps to create an inclusive environment. The provision of plentiful and varied resources ensures that children make excellent progress in their learning and development. They 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. Children are safeguarded as the childminder has appropriate policies and practices which comply with current legislation. The completion of a formal and very detailed self-evaluation document is extremely effective in identifying the childminder's strengths and also areas where she believes there is room for improvement.

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

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

- continue to develop the children's profiles and use the information gained to plan further activities to plan their next steps in learning.

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

The childminder is extremely well organised and ensures that her home is a welcoming and safe environment for children to play in. She is fully aware of her

responsibility to safeguard children and through training and literature she updates her knowledge of revised procedures and current legislation.

Risks to children are effectively managed and eliminated through the use of very detailed risk assessment documents, which includes written risk assessments for each of the different outings and venues accessed by the children. Prior to care commencing the childminder meticulously completes a daily risk assessment check list. The childminder has improved her provision by addressing the two recommendations made at her last inspection. Since then she maintains a current first aid certificate and her safeguarding children policy complies fully with current legislation and is available to parents. The childminder has devised comprehensive policies, a copy of which is given to each parent prior to care commencing and these are reviewed annually or sooner if required. The childminder is totally committed to the provision of quality care and education and she seeks out information that keeps her updated on early year's issues.

The childminder involves the children in the planning and evaluating of the activity programme and she invites parents to share their thoughts and views about the activity programme. Parents are also welcome to contribute to the varied range of activities and their knowledge and expertise on different topics and such contributions are gratefully received. The childminder provides an inclusive environment where children with learning difficulties or disabilities are well provided for through effective practice and good policies and procedures. Children learn through play about the differing needs of people not only in the local community but also in the wider world.

The working partnership developed between childminder and the parents is excellent. Parents are kept up to date with information through discussion, phone calls, emails, and written information and newsletters. They regularly receive photographs and the childminder has recently begun to maintain individual profiles for each child, a document which identifies their current level of understanding and development. The childminder has developed very good links with local schools and other providers and this also has a significant and positive impact on the care, learning and development of the children. The childminder welcomes the parents' extremely positive feedback plus their comments and suggestions about the care she provides.

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

On arrival children are greeted warmly by the childminder and they eagerly join the other children present, to participate in the carefully planned activity programme. The imaginative range of activities and experiences promotes their learning in all of the six areas.

Children receive superb support from the childminder who uses settling-in visits for them to gain confidence and feel secure. The childminder obtains detailed information from parents prior to care commencing and plans her weekly routine, taking into consideration their ages and individual developmental needs. Children are cared for in a stimulating environment where they are offered a wide range of

diverse and challenging experiences and activities. For example, there are books and small world toys some of which reflect people from many cultural backgrounds or who may have a disability. The children with a little assistance from the childminder have created their own 'welcome' poster which they proudly talk about and have on display in their play room.

The childminder provides a wealth of good quality play resources some of which develop their physical skills, creative development and also introduces the younger children to simple mathematics. Children have fun as they go to the local park and where they have swings, climbing frames and also benefit from the wider open play spaces where they take their run around and play with their footballs or bean bags. They are beginning to learn how fruits and vegetables grow, as the childminder introduced them to some simple gardening and their topic for this year was to grow some tomatoes. Plans are in place to use the available outdoor play space to develop further their knowledge and understanding of long term growing projects and healthy eating.

Children's communication, language and literacy and their creative development are enhanced as when they have listened to the story of the 'Rainbow Fish' and the children listened attentively whilst the childminder read the story and encouraged them to participate in identifying the colours of the fish. Children enjoy singing songs and using the musical instruments that are available. They take turns to play the small steel drum which is currently the favourite out of the wide selection the childminder makes available to them. Their imagination and creative skills are then used as they build a large cardboard house complete with a chimney, which they use as a prop when singing 'When Santa got stuck up the chimney'. The childminder is enthusiastic, highly motivated and skilled in promoting children's learning. Children also use selected television programmes, videos and music to compliment their learning. For example, books and pictures are freely accessible to the children at all times. There is a very varied range of dressing up and role play resources available for children to freely access any time and they know how to use the pretend mobile phone as a form of communication. This promotes the children's understanding of the world and their economic well being with a head start.

The childminder ensures children's understanding of the need for good personal hygiene routines by reminding them to wash their hands and also teaches them how to safely use tissues and dispose of them appropriately when they sneeze or cover their mouth with their hand when they cough. A healthy lifestyle is further promoted as children are provided with a varied range of nutritious snacks and meals including fresh fruit, which children are encouraged to cut up using appropriate size cutlery and always under close supervision. They are made aware of the benefits of participating in physical play and exercise, children learn to move with control and co-ordination, as they learn to balance and participate in activities, such as hopping, jumping and skipping. They learn the effect that exercise has on their body, for example, having a drink of water after the more vigorous play activities.

Children learn to respect each other as the childminder encourages them through pictures and discussion about the differing needs of others and she constantly

praises them for their achievements and uses appropriate strategies to reward good and positive behaviour.

## 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>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### 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>	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?	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?	2

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:	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**

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.