

## Inspection report for early years provision

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<b>Unique reference number</b>	EY365891
<b>Inspection date</b>	12/02/2009
<b>Inspector</b>	Gillian Sutherland

<b>Type of setting</b>	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 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 2007. She lives with her husband and two children aged seven and eight in a suburb of Liverpool. The house is within walking distance of shops, schools, toddler groups, parks and libraries. The whole ground floor of the childminder's house, plus one bedroom and the family bathroom upstairs is used for childminding and there is a fully enclosed rear yard for outside play.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the Voluntary part of the Childcare register. She is registered to care for a total of five children at any one time and is currently caring for five children.

The childminder attends the local childminder group and is a member of the National Child Minding Association.

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

Overall the quality of the provision is good. Children thoroughly enjoy their time with the childminder, as they participate in a wide and varied range of interesting activities, both indoors and outdoors. The childminder's outstanding partnership with parents, her in depth knowledge of each child's individual needs plus the provision of appropriate resources ensures that children make good progress in their learning and development. All children are welcomed and participate in activities which help them understand and appreciate the wider world. Children are safeguarded as the childminder has appropriate policies and practices which comply with current legislation.

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

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

- increase the range of resources that would make children more aware of issues relating to disabilities
- continue to familiarise yourself with the Early Years Foundation Stage Framework, planning and assessment systems. (LD1)

## **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. They benefit from the thoughtfully laid out play spaces where toys and resources are set out in such a way for them to freely self select which ones they want to play with. The childminder has in place many procedures which ensure children's safety and is confident they cannot leave the premises unsupervised. Identification is checked

for any visitors who are then asked to sign in and out using the visitor's book. The childminder maintains written risk assessments for all areas in the home indicating the frequency of checks. For example smoke alarms are tested on a regular basis to ensure they are in working order, she has prepared a fire evacuation escape plan and fire drills practised and a record of these is maintained. Children are encouraged to develop an awareness of their own safety as they go on outings with the childminder, who makes them aware of road safety and stranger danger issues. Prior to any outings taking place the childminder risk assesses the suitability of each venue.

The childminder is committed to provide an inclusive childminding service where all parents and children feel welcome. She has some resources which ensure that children gain an insight into the differing needs of people not only within their local community but also within the wider world. The activity programme incorporates the celebration of different festivals and celebrations and includes the children's birthdays, Chinese New Year, Eid , St Patrick's and St George's day.

The childminder has developed an excellent partnership with parents as she has prepared a portfolio which she shares with parents from the beginning and this file provides them with details of her family, training undertaken and qualifications gained, plus her comprehensive policies and procedures. The childminder has devised innovative methods, to share daily and regular feedback with parents about the children's progress and development. Newsletters are given out monthly informing parents of forthcoming events or planned activities and the childminder has used her mobile phone, Facebook and has also transferred photographs on to computer discs for parents to take home and keep. Similarly some parents have provided the childminder with extremely positive feedback about the care she provides.

The childminder has begun to familiarise herself with the Early Years Foundation Stage framework and to assess the children and develop Learning Journey files for each child cared for. She is keen to attend any relevant training or workshops whenever possible, as she is aware that such training will keep her up to date with current legislation and practices.

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

The childminder provides a varied range of stimulating play activities and outings each day, in order to promote the learning and enjoyment for children of all ages. The daily routine always includes an outing to a local place of interest or to a venue a little further a field. Children enjoy regular visits to the local safari park or a nearby aquarium and here children gain an understanding about the daily care of the animals and fish and the environment in which they live. Children enjoy going out on public transport and have gone on a train or a bus as part of their journey around the Lamb Banana trail. They planted seeds, and watered them, and watched as they waited patiently for them to grow and finally when they were safe and ready, they were able to taste their produce. Children's health and welfare requirements are met very well as the childminder provides a varied range of home cooked meals and snacks and have regular drinks throughout the day.

Children receive lots of praise from the childminder for their achievements and she does give them a sticker to reward good and positive behaviour.

Children are encouraged to develop their self help skills by putting on their dressing up clothes as they participate in a role play activity and using a pretend mobile phone have in depth discussions with their parents or friend. The childminder incorporates learning into every day activities so children begin to recognise and name letters, colours and numbers. At snack time the childminder will bring the container to the table and each child who has their own chosen colour will select their matching cutlery and crockery.

Children's develop their creative and problem solving skills by accessing the extensive range of resources. They learn about the different textures as they play with play-dough, through sand and cold custard and how using different size containers they can move the sand or water from one to another or feel the trickle of the sand through their fingers. They learn to count as they thread beads and they talk about the towers they build and decide how high it will be before it collapses and which of the building cubes will fit into one another.

Children enjoy and benefit from close, warm relationships with the childminder, who affectionately call her by her shortened name. The childminder encourages children to choose what they want to play with and to request alternatives when required. Their language and communication skills are further developed as the childminder talks to them about the activities they are playing with and enjoys looking at books or reading a story with them. The childminder is fully aware of the information she would require from parents when caring for children who speak English as an additional language. Children attend the local library where they can choose more books and listen to the story time session.

All children are included in the activities offered, however the childminder is very aware of the individual needs of each child and plans the activity programme accordingly. She has also introduced into their routine and play very basic sign language thus making children aware of different methods of communication other children and people may use. Children learn about the world around them and although the childminder has resources that reflect the people from many cultural backgrounds there is a very limited range of resources that will make children more aware of issues relating to disabilities. The childminder is very proud to display the children's art and craft work around her home, thus raising their self esteem.

## 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?	2
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>	2
<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?	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

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

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

## **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 registration.

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.