

Inspection report for early years provision

Unique reference number	322310
Inspection date	16/03/2009
Inspector	Jean Evelyn Thomas
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 her two children aged 11 and over 16 years in Norris Green, Liverpool. All areas of the ground floor of the setting is used for childminding. The toilet facilities, toy room which is only accessed by the children under supervision and the front bedroom are registered on the first floor level. There is an enclosed outdoor play area.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children under five years. She also offers care to children aged five years to 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder drives or walks to local schools and nursery to take and collect children. The childminder takes children to local parks, libraries and other places of interest on a regular basis. The childminder cares for children with learning difficulties or disabilities. She is a member of the National Childminding Association and receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder promotes children's welfare and learning through her knowledge of their individual needs and the implementation of the Early Years Foundation Stage (EYFS). To achieve this the childminder works closely in partnership with parents and is developing wider links with other agencies. The childminder is fully committed to providing an inclusive setting where all children are respected and valued. She has developed systems to evaluate the service in order to maintain continuous 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 opportunities to promote children's learning and development in the outdoor environment
- continue to build on good practice in self evaluation systems to identify clearer targets for further improvements to provision and outcomes for children.

The leadership and management of the early years provision

The childminder is an experienced childcare practitioner. She is committed to providing quality care and learning opportunities for children. She uses her experience in childcare and her learning from training including Level 4 Play work, to implement the principles of the EYFS. The childminder has completed food hygiene training, as recommended at the previous inspection. She evaluates her

own practice and identifies areas for improvement, this process involves parents and children. However the systems do not always identify clear targets for further improvements to the provision and outcomes for children. All required records, policies and procedures are in place to protect children and inform families. The childminder has good knowledge and awareness of safeguarding issues. She has recently completed a refresher course on safeguarding and updated her procedures accordingly. Written risk assessments are in place to ensure children's safety; and is further enhanced by the daily safety check of the registered areas within the setting.

The childminder promotes equality of opportunity and values all children. She plans activities to develop children's understanding about the diversity of society. The childminder builds a strong partnership with parents. Formal and informal communication systems establishes an effective two-way flow of information and actively involves parents in their child's continuous learning and development. Starting points are established when parents are initially invited to share information about their child. Children's profiles, observations, photographs and artwork are always available to share with parents. The childminder liaises with other carers within the EYFS, such as the nursery school which children in her care attend to promote the integration of children's care, learning and development.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. The childminder knows the children very well which significantly contributes to the development of their self esteem. The childminder's secure understanding of the EYFS creates a firm foundation for children's learning and helps them to make progress across the six areas of learning. She has devised systems to observe and assess the children to plan for their individual next steps in learning and development. The setting is welcoming to children and well organised to create an environment where they have opportunity to make their own choices and decisions in play. The childminder has an extensive stock of play materials which she rotates to offer children greater variety and challenge.

The childminder organises planned activities however the children confidently change direction of activity and move on at their own pace. Spontaneous learning is valued. For example the children ask to play outside in the water, where after initial guidance from the childminder they fill the play trough with water from the garden tap. They use a variety of containers to complete the task which promotes skills in problem solving and supports their mathematical understanding of measuring and calculation. Whilst outside the children decide they want to paint and play with dough, both resources are subsequently set out by the childminder indoors. Children play outdoors in the different weathers including the snow. They learn about the natural world as they make discoveries as they dig in the garden, grow plants and vegetables. However there are less opportunities for babies to explore and investigate the outdoor area. Language and communication skills are promoted through conversation, basic signing, singing songs and enjoyment of books. The childminder organises a story time session using a large book borrowed from the nursery school.

The children's behaviour is good. The childminder develops children's understanding of acceptable behaviour. She encourages children to share, to be considerate towards others and to follow the house rules for their wellbeing, such as not to climb on furniture or equipment or wear shoes in the house. Children learn to recognise dangers and consider how to respond to potential risks and hazards as they practise emergency evacuation procedures or learn about road safety. A healthy lifestyle is strongly promoted and children are encouraged to follow good hygiene routines, such as washing hands after playing outside and before eating. The childminder is thorough in her own hand washing procedure to help prevent the spread of infection. Children benefit from nutritional home cooked meals. Regular walks and outings places of interest including, the farm, museum, library and city centre encourage children to enjoy physical exercise and learn about their environment.

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

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
---	-----

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