

Inspection report for early years provision

Unique reference number	322168
Inspection date	23/03/2009
Inspector	Linda McLarty
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 1986. She lives with her husband and adult son in the Allerton area of Liverpool, in a semi-detached house close to shops, parks, schools and public transport links. Minded children are cared for in a playroom and conservatory on the ground floor and they have access to a secure rear garden. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years' age range. She is currently minding five children in this age group, and all attend on a part-time basis. The childminder provides care from 07.45 until 17.15 Monday until Friday throughout the year. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and is an accredited childminder, and is beginning to build productive relationships with other settings providing the Early Years Foundation Stage (EYFS) for minded children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a warm, welcoming and inclusive environment which is supporting children's welfare needs well and helping them make good progress in their learning and development. An excellent two-way communication with parents ensures that children's individual welfare and early education needs are supported very well, because the childminder is well informed about their needs, interests and abilities. Information from the childminder's observations and assessment is shared regularly with parents, and used well to plan for children's next steps, and ensures good progress relative to the children's starting points. The childminder uses parental feedback as part of her ongoing self-evaluation and she regularly accesses training on many aspects of early years' practice in order to continually improve her service. The home is stimulating, clean, safe and secure, although children can access an unsafe gate in the rear garden.

What steps need to be taken to improve provision further?

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

- continue to develop your systems for working in partnership with other settings, to support children's development and progress towards the outcomes of Every Child Matters.

To fully meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that outdoor hazards to children are kept to a minimum by making

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the back gate safe or inaccessible to the children.
(Safeguarding and promoting children's welfare.)

The leadership and management of the early years provision

Well-organised documentation and meticulous record keeping supports the childminder's practice very efficiently. The childminder continually evaluates her service, both informally and using Ofsted's self-evaluation form. She takes action to address any identified areas for development, for example, linking with early years teachers in the local Children's Centre to learn more about how to implement the EYFS. She involves parents in her self-evaluation process, and uses their suggestions well to improve her practice with the children, with beneficial effects upon children's welfare, learning and development. The home is stimulating and welcoming and children freely access resources from carefully labelled boxes at child level. The childminder supplements home-based activities with regular outings very well, for example to the library for story time and to the local children's centre for craft activities, singing and signing sessions and dance sessions. Children regularly visit the swimming pool, parks and other places of interest. The childminder is a trained swimming instructor, and children are learning that swimming and dancing help you stay fit, helps your appetite and make you strong.

The partnership with parents is outstanding, and the regular exchange of information is securely focused upon improving children's progress in their learning, development and welfare. Strategies such as giving parents disposable cameras to photograph their children at home, and using these photographs with the children to talk about their homes and families fosters strong links with home. This also provides natural and relevant opportunities to encourage children to talk about each other's families and home life and learn about similarities and differences. Parents' comments on the childminder's monthly written evaluations of children's progress show that children have made significant progress with the childminder in all areas of learning and that the childminder is promoting positive welfare outcomes. The childminder works with some of the other practitioners offering EYFS for minded children, with whom she shares information about the children's achievements and progress in order to help children make as much progress as possible.

Children are safeguarded well because the childminder has a thorough understanding of the Local Safeguarding Children's Board procedures. Parental feedback evidences that the childminder is helping children to understand about road safety, such as only exiting a car on the pavement side and even the youngest child enthusiastically joins in tidying up so that there are no tripping hazards in the house or garden. The premises and all outings are carefully risk assessed, and the childminder is aware of most possible dangers, although the children can currently access an unsafe gate in the rear garden.

The quality and standards of the early years provision

Children are learning about the importance of a healthy lifestyle and healthy eating habits. They are encouraged to be very physically active in daily outdoor play and weekly swimming, dancing and gymnastic sessions. Their health is protected well because they have their own towels, flannels, hairbrushes, blankets and potties to prevent the spread of infection. They learn about the needs of others in the celebration of festivals such as Chinese New Year, Mother and Father's day and in discussions about differences which arise naturally from the many excursions into the community, for example about race and disability. Children are learning simple sign language in a "singing and signing" session. They relish story time at the local library and in the home. Children are gaining a good knowledge of how to keep themselves safe whilst on public transport, how to cross roads safely, and from discussions about "stranger danger." They tell their parents how to respond when the fire alarm goes off at home because they practice this with the childminder. They behave well because the childminder encourages positive behaviour and keeps children engaged in interesting activities.

The children are making good progress in the knowledge, skills and understanding which contribute to their future economic well being, such as learning to use programmable toys, use a digital camera, operate lifts and when learning about road safely using traffic crossing equipment. Children are learning to recognise words in the environment and enjoy reading books, with tactile books used well for babies and toddlers. Even the youngest child makes marks confidently both indoors and out with using chalks and paint. The childminder talks constantly with children and purposefully fosters their growing vocabulary. Her obvious enjoyment of children and her own enthusiasm for activities gives them confidence and encourages a very positive attitude to learning. Children count and explore shapes as they use specific mathematical equipment but also when out and about in the community where they are encouraged to recognise significant numbers for example, on buses and doors. They use mathematical language such as "lots" "many" "more" and "less." Children's art work is displayed with respect, which builds their self-esteem, and shows that they use their imagination creatively when experimenting with techniques such as free painting, marbling, bubble painting, sticking and collage. The children are confident and enjoy the activities provided by the childminder, and their files, and the parent's questionnaires, show that they are making good progress in all of the areas of learning.

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?	1
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
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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.