

Inspection report for early years provision

Unique reference number	312982
Inspection date	16/06/2009
Inspector	Chris Scully
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 registered in 1994. She lives with her husband, two children and grandchild. They live near to Huyton town centre in Knowsley, close to shops, transport links and schools. The whole of the ground floor and bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play. 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 group. The childminder is currently minding one child in this age group. She also offers care to four children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder takes children to and collects them from local schools and attends toddler groups on a regular basis.

The childminder 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 meets the requirements of the Early Years Foundation Stage (EYFS) well. Her home is a lively, well-resourced and welcoming place for children to enter and be cared for. Parental partnerships are flourishing because good information is shared both verbally and in writing, which in turn promotes inclusive care for each child cared for. Children are making good progress in their learning and development, although there are omissions within the identification of next steps and planning. Documentation is in place and is maintained efficiently, thus contributing to the safe organisation and care for the children. Self-evaluation systems are progressing well and have identified areas for ongoing improvement.

What steps need to be taken to improve provision further?

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

- enhance the planning systems to demonstrate how activities are differentiated to meet the needs of younger children and develop the observations systems to ensure the next steps in children's learning are identified so that they make as much progress as possible in relation to their starting points
- increase the opportunities for younger children to explore and investigate real and natural resources.

The leadership and management of the early years provision

The childminder is well organised and her childminding arrangements successfully promote children's welfare and learning. Policies and procedures are shared with

parents and clearly explain the procedures to be followed, which helps to promote inclusion and consistency of care for children. Clear systems are in place for safeguarding children's welfare and well-being. The childminder is knowledgeable about the potential signs of abuse or neglect and the action to take, thus children are protected from harm. Risk assessments effectively contribute to children's safety within the home and on outings. Consequently, her home is tidy and has appropriate safety features fitted.

Children are well behaved and respectful as they follow the childminder's polite role modelling. Good strategies are in place for encouraging children to turn take and show concern for each other. A strong sense of community is encouraged, which in practice is working well, for example, the celebration of children's birthdays and other achievements. Older children willingly support the younger children to reach toys and provide comfort when they are upset. The childminder helps children gain an insight into celebrations of their own and other cultures, such as Christmas and Chinese New Year. This is effectively supported by outings to Chinese supermarkets to examine the produce and purchase items to eat at home.

A formal approach to self-evaluation is still in the early stages and future improvements, such as ongoing training and provision of more opportunities to improve upon children's understanding of healthy eating, have been identified. The childminder demonstrates an ability to implement continuous improvement of her service. For example, all recommendations from previous visits have been addressed and she has recently attended several vocational courses to enhance the quality of care provided for the children. In particular, this is reflected in the organisation of resources in conjunction with the children's ideas. Relationships with parents are working well. This is due to the childminder's openness and willingness to keep them fully informed about their child's progress. Partnerships with others are in their infancy due to the ages of minded children.

The quality and standards of the early years provision

The childminder promotes the children's health appropriately. Policies and procedures relating to illness and accidents reflect the regulatory guidance. Daily routines encourage children to learn about promoting their own health through hand washing and the childminder cleans work surfaces before any food is prepared. Babies are held whilst having a bottle, which enables them to develop strong bonds with the childminder. The childminder has a very good understanding of children's individual needs and meets these well in practice. As a result, children are happy, settled and enjoy her company. The childminder uses everyday activities to effectively support and develop children's learning. For example, when purchasing items in the shop she encourages children to count how many they need. She discusses how to keep safe when outdoors, such as how to cross the road safely. Thus children learn to keep themselves safe.

Clear information about the children is sought from their parents and observations of the children during their play are being used to identify what children can do. However, this information is not used effectively to plan the next steps in their

learning. Children's learning journey files have been created and evidence within some demonstrates the shared information between the childminder and parents. Plans are devised and cover all six areas of learning. However, these are created with older children in mind and are not sufficiently differentiated to meet the needs of younger children. Consequently, some opportunities are missed to extend younger children's learning. Children's learning is promoted through a well-resourced and organised play and learning environment. Thus maximising children's choices, imaginary experiences and promoting their interest in books. For example, babies enjoy looking at books with the childminder.

Spontaneous interactions between herself and children help to introduce and reinforce communication and learning, such as counting the number of bricks in the tower. The introduction of new words, for example, rickshaw and tandem, not only enhances children's understanding of modes of transport but develops their sense of time and place. Older children's counting skills are progressing well and they are developing an understanding of the meanings of numbers as they talk about having three and holding up three fingers. There are few opportunities for children to handle real and natural resources, which hinders their investigative and exploration skills. Children's physical skills are progressing well as the childminder actively encourages babies to explore their environment and to use a range of resources. For example, babies giggle in delight as they sit on the small trampoline, waving their arms in the air to encourage the childminder to make them bounce.

The use of songs and rhymes clearly supports younger children's language development as they hear the different rhythms. Babies giggle and rock to and fro as the childminder and older children spontaneously sing a favourite song, 'upsy, upsy, daisy, do'. The childminder is skilled at asking open-ended questions and using body language to help children to think, communicate and solve problems. For example, when asking where a toy has gone, she holds her hands in the air, thus helping babies to identify that something is missing and to look for it. This simple, fun game enhances babies' understanding of language and promotes their thinking skills.

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?	3
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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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