

Inspection report for early years provision

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Inspection date	01/12/2009
Inspector	Gillian Sutherland
Type of setting	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 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.

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Description of the childminding

The childminder has been registered since 2000. She lives with her husband and two adult children the Wavertree area of Liverpool. The areas of the house used for childminding are on the ground floor, and the only room accessed upstairs is the family bathroom. There is a fully enclosed outdoor play area.

The childminder is registered to care for a maximum of six children under eight years old at any one time and is currently caring for five children. The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and attends the local toddler group and places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and welcoming environment, where children are making good progress in their learning and development. Children are very relaxed and settled in an inclusive environment where their individual needs are fully met. The childminder recognises and values the uniqueness of each child, and works in partnership with parents and others to promote their development. The childminder is developing her knowledge of the Early Years Foundation Stage (EYFS), and has begun to record children's progress. She has through completing the self evaluation form begun to explore ways of identifying areas for improvement within her setting, and the care she offers to the children and their parents.

What steps need to be taken to improve provision further?

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

- develop further the evaluation of the observations and activity plans, ensuring children can continue to learn and develop at their personal rate.
- develop further the use of self-evaluation to reflect on what has been accomplished so far and to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a safeguarding policy in place and holds details and contact information on the Local Safeguarding Children Board, and is fully aware of the procedures she is required to follow should she have concerns about a child in her care. This and her other policies are all discussed and available to parents thus ensuring they are aware of her responsibility regarding child protection. Children's welfare and safety are further protected through meticulous risk assessments carried out on the areas at the setting, which are accessed by the children and also

on any outings they attend. Children can freely access the toys and resources of their choice, plus they have many opportunities to participate in a varied range of supervised activities. Evidence of this was observed in practice during the inspection, and is reflected in their personal learning journals.

The caring and conscientious childminder is very committed to improving the overall quality of care she provides for children. She is an experienced childminder who attends training to update herself of new legislation and guidance, and is looking forward to obtaining a recognised child care qualification, an assessment and training programme which she commences in January 2010. She has addressed the four recommendations from the last inspection, two of which improved the outcomes for children whilst the other two required her to update her policies.

An effective partnership with parents is established, and the childminder has already received very positive feedback about the care provided. Information is given to parents prior to care commencing about the childminder's policies and practices. In line with the EYFS requirements, the childminder completes observations of the children participating in a varied range of activities, and these are recorded in the child's learning journey file. These observations are supplemented with the use of pictorial evidence and are used to plan future activities for each child. Parents have access to their child's learning journey at any time. Parents are given information about planned topics to encourage them to become involved in their child's learning; the childminder has begun to develop links with the children's other providers within the EYFS thus promoting continuity of care and education.

In this inclusive environment the childminder helps children to value different aspects of their own and other people's lives through discussion, activities and a range of resources that reflect positive images of the diverse needs not only of people in their local community but also those on the wider world. The childminder has a written equal opportunities policy which is fully implemented and the toys and resources are available to all, there is no gender bias.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled in the care of the childminder, and spend their time engaged in age-appropriate and varied activities. Weather permitting the childminder makes use of the many outdoor toys and resources, including the child size table and chairs, which are accessible to the children in the fully enclosed paved area at the rear of the premises. The childminder's in depth knowledge and understanding of the children's individual needs ensures that she is able to help the child develop to the best of their ability. The designated playroom is organised in such a way that promotes children's active learning by providing inviting, accessible resources which ensure that children are able to make good progress across the six areas of learning. The observation, assessment and the forward planning of the activity programme support children's individual progress. The childminder supports them as they participate in a varied range of craft

activities, during which she engages them in conversation about the shapes, colours and textures of the different materials they are using. For example, some of the children were decorating their Christmas party hats and they skilfully used the glue, and small pieces of collage materials plus the glitter shaker to decorate their hats with. In their art and craft activities children access scissors and other small cutting tools, which they competently use and develop their fine motor skills. The children are confident communicators who eagerly chatter with each other and to the childminder throughout the day.

The childminder encourages children to develop their understanding of mathematical concepts, such as simple calculation, shape and size, and use numbers in their everyday play. They sing songs about the wheels on the bus, and the actions to help develop their physical skills when the weather is not conducive for outdoor play. Attractively set out wall displays provide visual images of numerals and letters, and children are encouraged to count these and also to develop their problem solving skills as they sing songs containing a simple element of calculation.

Children eagerly pursue activities either of their own choice or those led by the childminder. They confidently change the direction of their play and express their own ideas. For example, when the childminder was changing a child's nappy another child went and fetched not only her own doll but also the nappy changing resources also. The child played alongside the childminder chatting away about her own doll the nappy changing activity. On a weekly basis the childminder and children go to other settings, where they access a different range of toys and also have the chance to socialise with other children of a similar age. Whilst visiting the local Sure Start centre children have the opportunity to develop skills relating to the outdoor environment, as they participate in some gardening activities which involves them digging and planting in the allotment area. Children are then involved watering them when required and watching their plants grow as they eagerly wait for the finished result.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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