

Inspection report for early years provision

Unique reference number	EY390939
Inspection date	10/11/2009
Inspector	Michele Anne Villiers
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with her husband and one year old child in a suburb of Liverpool, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children, at any one time, and is currently minding one child under five years. She also offers care to children aged over five years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes children to toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children happily play in a warm and welcoming family home, and make good progress in all areas of their development. They are safe and secure, and their individual needs are met because the childminder supports them well, working closely with parents. Formalised risk assessments help to identify any potential hazards, and good safety measures are in place within the home. Children are helped to adopt healthy lifestyles, and enjoy nutritional food and regular exercise. The childminder has clear plans for the future in order to bring about further improvements and she has started to informally monitor her provision.

What steps need to be taken to improve provision further?

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

- develop the use of children's assessment records so that they can be used effectively to inform planning
- use self-evaluation to identify areas for improvement and meaningfully involve parents and carers and use as a basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder manages her provision well and ensures children are safeguarded. Written child protection policies are in place, and having accessed some training the childminder has a good understanding of procedures to follow should she have concerns about a child. Good safety measures are in place throughout the home, including finger guards and safety catches on all doors. Sleeping babies are regularly checked and a baby monitor is used whilst they sleep in comfort in a travel cot. Children are supported very well, and as a result they feel safe and demonstrate a sense of security. All regulatory documentation is in place, plus many written policies and procedures to share with parents.

Children enjoy nutritionally balanced home cooked meals, and are offered frequent drinks to quench their thirst. They also have a choice of a range of fruit, such as pineapple or kiwi. The childminder provides an inclusive environment and ensures the children's individual needs are met. Information is shared with parents through daily discussion, displayed documents and children's daily diaries and progress reports. She actively seeks their views and ideas through discussion. However, the childminder has not yet formalised self-evaluation systems, with meaningful contributions from parents and carers, in order to fully identify areas for improvement. Good measures are taken throughout the home to help minimise cross infection, and the childminder teaches children about recycling, using a compost bin and recycled materials for art and craft activities.

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

Children freely choose from a wide range of toys, and the childminder enthusiastically interacts with children to support and motivate their interests. She has a good understanding of the importance of play, and uses every opportunity to make it a learning experience. For example, she discusses colour and texture when looking at books, and constantly talks to babies, introducing new words, using repetitive language and good voice intonation, to promote their communication skills. Babies express their feelings and emotions, giggling with excitement when their tower of building blocks falls over.

The childminder uses planning well and provides a good balance of varied activities, including regular visits to playgroups and musical 'Jumping Jacks' to complement their learning experiences. She has started to record the children's progress in their 'Learning journeys' with photographs of the children playing and written captions about their achievements. Initial profiles are completed by the parents who document their child's abilities, likes and dislikes. However, the childminder has not yet started to clearly link the children's identified next steps to the planning of activities. Children learn to share and take turns, and babies respond to praise and encouragement with chuckles and smiles. Their independence is encouraged, and babies learn to hold their drinking cups with support.

The children's communication, language and literacy skills are fostered well. They enjoy looking at books and listening to stories, and toddlers imitate animal sounds and attempt to converse using toy phones. During play the childminder incorporates number and counting, and children start to recognise sequenced numbers, counting how many building blocks they have. Several toys, such as dolls, books and role play items reflect other cultures and disabilities, helping children to respect differences. Babies explore various textured materials, and enjoy exploring paint with their fingers and hands. They develop good body control as the childminder helps them to learn to crawl and walk. The garden is used for outdoor play, where children have access to climbing equipment to help foster their strength and stamina.

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	3

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	3
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	3
The effectiveness of partnerships	3
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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