

Inspection report for early years provision

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Inspection date	25/01/2010
Inspector	Margaret Patricia Mellor
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.

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 in Liverpool with her husband and child aged 12 years. Children use the whole of the ground floor and a bedroom of the childminder's home for their care and play. There is a secure, fully enclosed garden for outdoor play. The family have a cat.

The childminder is registered to care for six children aged under eight years, of whom no more than three may be in the early years age group at any one time. She is currently minding four children in this age group. She is also registered to offer care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks or uses her car to take children places and regularly attends toddler groups. She has a childcare qualification in nursery nursing. She receives support from the local authority and is a member of the National Childminding Association and local childminder network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming family home, and play in a well resourced and enabling environment. They greatly benefit from a childminder who understands their individual needs, and has a good understanding of child development and learning through play. Good attention is given to promoting children's welfare, and they are kept safe and secure at all times. Children enjoy exploring their local community, and well planned activities help them make good progress in their learning and achieving. Partnerships with parents and others are developing very well, and contributes to creating an inclusive atmosphere that welcomes each child's unique qualities. The childminder demonstrates plenty of commitment to improving the quality of the provision offered, and recognises that self-evaluation, which helps to drive ambition forward, is in its infancy.

What steps need to be taken to improve provision further?

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

- develop the procedure for self-evaluation that involves parents and forms a basis of ongoing review and assessment, which drives continuous quality improvement and enhances outcomes for the children.

The effectiveness of leadership and management of the early years provision

The childminder manages her provision well, and good arrangements are in place to ensure that children's welfare is promoted and safeguarded. She has a strong

understanding of child protection issues, and the procedures for reporting concerns. Sleeping children are vigilantly monitored, and risk assessments of the premises, toys and outings are robust. Very good hygiene practices are consistently followed by the childminder; the provision of children's individual towels and effective procedures for looking after the family cat, helps to minimise the risk of cross-infection. Children enjoy a healthy, well balanced diet, and good sharing of information ensures that their religious dietary requirements are catered for and respected. Daily routines and activities foster children's awareness of a healthy lifestyle. Good organisation of documentation, such as accident records also contribute to the safe management of the provision and children's welfare.

High regard is given to ensuring that every child is valued as an individual, and their family members are actively involved. Every parent is given a welcome pack about the childminding activities and a set of well written policies. Settling in sessions, 'All about me' booklets and initial observations help the childminder to become familiar with children's interests, preferences and needs, and to plan enjoyable and challenging activities for them. As a result, children are provided with an environment consistent with home, and make good progress in their learning and development in relation to their age, abilities and starting points. Ongoing sharing of information keeps parents well informed of their child's routines, activities and achievements, and individual daily diaries welcome their comments. Children's continuity of care and learning is further enhanced because important links have been forged with the other provisions children attend.

The childminder organises the toys with children in mind, enabling them to choose for themselves, and initiate their own play and learning in the homely environment. She is aware of the provisions strengths, and is very keen to promote better outcomes for children. For instance, since registration she has attended a number of courses, and has identified common assessment framework training as a key area for future development. She has a copy of the Ofsted self-evaluation form but is not yet using it as a working document or considering the views of parents for monitoring and reviewing the quality of the provision offered. This limits plans to drive continuous quality improvement forward. Good consideration is given to the limitations of the planets resources, and the childminder teaches children about recycling resources in craft activities.

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

Children eagerly engage in their play in a warm, well-maintained and enabling environment, which affords them plenty of stimulation and interest. They enjoy warm relationships with the childminder, and babies relish her cuddles when they wake and sensitive interactions as they play with the toys. Children grow in confidence through her kind words of praise and encouragement, which helps children feel good about themselves while boosting self-esteem. They show plenty of curiosity when exploring different textures, such as conkers, leaves or paint, and taking the dog to the vets in pretend play, helps children make sense of the world. Babies begin to make connections and respond gleefully as 'teddy dances' when they press buttons. Children build on their awareness of technology as they

develop mouse skills on the laptop and operate remote control cars.

Good emphasis is given to ensuring that children from different family backgrounds feel valued and that they belong. For instance, children learn respect for one another's culture, when making lanterns for Eid and decorate hands with Mendi patterns for Diwali. Learning to care for others is also fostered through children's participation in charitable fundraising events, such as 'Children in need'. Modelling good behaviour encourages polite interactions, and children happily turn take with adults when playing a fun game with pick up sticks. Children enjoy lots of opportunities for exploration and discovery. They learn about growth through the tulip bulbs they plant, and love experimenting with ice cubes and investigating with bug boxes at the sunflower centre. Making winter frosty pictures with glitter extends what children learn about the seasons in nursery and school. Children become aware of their local area with visits to places of interest, and playgroup provides younger children with opportunities to socialise with and play with others.

Children have plenty of space for active or restful play, and freely move with confidence in the childminder's home because all necessary steps are taken to minimise hazards. Learning to keep themselves safe is nurtured and encouraged. For instance, they regularly practise fire evacuation, and role play crossing roads with props they create. Children develop good self-help skills as they help themselves to drinks when thirsty, get dressed and take pleasure in personal hygiene when washing their hands. Fruit tasting sessions, and joining in mini master chef workshops nurtures children's awareness of healthy eating. Regular fresh air and physical exercise promotes children's coordination, growth and stamina, and also nurtures their awareness of a healthy lifestyle.

Good adult support, and well planned activities means that children thoroughly enjoy their time in the childminder's home, and make good progress in their learning and achieving. During play, children develop their understanding of number, shape and colour, and their early literacy skills are supported very well. For example, babies respond with gurgles to the childminder's voice intonations when looking at books, and good questioning helps children think about winter words, such as frosty and frozen. The childminder is also teaching children to link sounds to letters and recognise simple words. She is successfully linking observation to the six areas of learning and the Early Years Foundation Stage profile to identify and plan for each child's next steps in learning; and every child has a learning journal where information is recorded. Number rhymes, displayed print and free access to lots of story and factual books for enjoyment, further enhances children's skills for their future.

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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