

## Inspection report for early years provision

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<b>Unique reference number</b>	EY239298
<b>Inspection date</b>	07/01/2010
<b>Inspector</b>	Michele Anne Villiers
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2003. She lives with her husband and two children aged nine and 10 years in the Aigburth district 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 six children at any one time and is currently minding three children under five years. She also offers care to children aged over five years and is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the childcare register.

The childminder collects children from the local school and takes them to playgroups on a regular basis. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning and development through the provision of interesting activities, good adult interaction and support, and the childminder's knowledge of each child's needs. The organisation of the home, the daily routine, and systems used to help children settle and feel secure and safe are key strengths. The childminder has clear plans for future improvement and has started to effectively record self-evaluation to monitor her provision. The close partnerships with parents and other settings are significant in ensuring the needs of all children are met.

## **What steps need to be taken to improve provision further?**

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

- develop further the children's initial profiles with parental contributions
- meaningfully involve parents and carers in self-evaluation and use as a basis of ongoing internal review.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is paramount and excellent systems help to protect children from harm. The childminder has comprehensive information on child protection issues and shares her written procedures with parents. In-depth risk assessments help to minimise any hazards and protect children from harm. Children develop a strong sense of belonging and feel extremely secure through the exemplary organisation

of routines and excellent adult support. Cleanliness in the well-maintained home, along with sickness and exclusion policies, helps to prevent the spread of infection and promotes the children's health.

The close partnerships with parents and other settings that children attend have a positive impact on the children's progress. Good-quality information is given to parents and effective methods used to gain feedback. For example, settling-in timetables are established when children first start, and parents provide information about their child's individual requirements. Parents of babies and toddlers receive written daily diaries, and all parents have opportunities to add comments in their child's progress and development records. Annual questionnaires for parents and children are used to obtain feedback, and parents receive written updates on the provision. Parents' letters evidence their satisfaction, with comments such as 'excellent activities' and 'outstanding childminder'.

The childminder is proactive in providing an inclusive environment and values the children's differences. She supports those children who have English as a second language, using visual aids to enhance their communication skills and learning simple words in their languages. Good systems are in place to monitor the provision, and the childminder sets high standards and is committed to enhancing her practice. Since the last inspection, she has attended several training workshops and has gained accreditation to deliver the Early Years Foundation Stage. She has met the previous recommendation and now effectively uses resources and activities to meet children's individual needs and plan next steps. She monitors her provision through recorded self-evaluation, although it does not include contributions from parents and carers. She demonstrates a commitment to sustainability, and children learn about recycling, using unwanted objects and materials for art and craft activities.

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

The excellent organisation of the home, stimulating environment and planning of activities ensure that children receive a good balance of play opportunities. The childminder supports the children well, motivating their play and learning. She is sensitive to their needs and provides child-sized furniture and easily accessible toys. Activities are very much based on the children's interests and individual requirements, and include visits to local play groups and dance and music sessions.

Children enjoy play and confidently explore their environment. Their artwork is displayed, along with photographs of their families, helping children to settle. They have an excellent understanding of the standards of behaviour expected. For example, they are polite, with comments from the childminder such as 'that's very kind', and 'what nice manners', reinforcing their good behaviour. Babies and young children are very contented and benefit from established routines for sleeping, eating and playing, taking into account their individual requirements.

Children progress extremely well in their communication, language and literacy skills, and they demonstrate excellent negotiation skills, deciding what to play with and if they are sitting comfortably at meal times. Children access a wide range of books, and laminated pictures of fruit and vegetables are also used to help children make choices at meal times. Children sing songs from memory and imitate animal sounds when singing 'Old McDonald had a farm'. During play children learn about number, counting the number of elephants in the story book, and they occasionally count during practical activities. Some toys and resources reflect diversity, helping children to become aware of differences. Children use their imaginations well; colourful artwork evidences their creative expressions and excellent role-play resources enable children to re-enact life at home.

Through direct observation, the childminder records detailed information about the children's achievements and progress in order to monitor their development. She uses this information to identify their next steps, with links to the planning of future activities. Baseline assessments are devised when children first start, although formal parental contribution is not included, in order to ensure that initial profiles are a true reflection of their child's abilities. Children adopt healthy lifestyles. They enjoy a balanced diet of home-made, nutritional meals, with fresh fruit and vegetables, helping them to grow 'big and strong'. They access a garden for outdoor play, and the childminder plans to purchase a wider range of outdoor play equipment to enhance their physical skills. On outings, children learn about road safety, and this is further reinforced at the playgroup, with visits from the local community police and crossing patrol. Children form close relationships with the childminder, and feel safe and secure, all of which contributes to their positive attitudes towards learning, and to developing good skills for the 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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