

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY390902            |
| <b>Inspection date</b>         | 25/06/2010          |
| <b>Inspector</b>               | Frank William Kelly |
| <b>Type of setting</b>         | Childminder         |

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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, three adult children and one grandchild aged two in the Netherton area of Liverpool. The whole of the ground floor of the home is used to care for children. A fully enclosed rear garden is available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She has three children on roll, of these two are in the early years age range. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and she takes children out to visit several places of interest on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The warm welcome afforded to children and visitors by the childminder and her family helps make this a home where children feel very secure, relaxed and confident. The children are making good progress as they develop their physical dexterity, social independence and exploratory nature for learning. The home is very well organised, safe and secure. Resources and activities are well chosen and linked to the childminder's observations so as to help children develop their next steps for learning. Sound and easy to read policies, along with the retention of most other regulatory documentation, contribute to the strong and effective parental partnerships in place. The childminder is keen to improve the quality of the provision offered. She has a formal self-evaluation and has identified future areas for development, such as developing the way parents contribute to the ongoing planning for children's learning.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that parental consent for the seeking of emergency medical treatment is obtained for every child (Safeguarding and promoting children's welfare). 09/07/2010

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

- develop further the ways that parents are involved in their children's ongoing assessment.

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

The childminder demonstrates a clear understanding of how to safeguard children as she keeps up-to-date with the policies and procedures for reporting child protection concerns. She maintains visitor records and has a policy about not leaving children with adults who have not completed a suitable vetting procedure. In practice, she supervises children extremely well within the home and provides gentle reminders to help them behave in ways that are safe for themselves and others. For instance, when children are eagerly batting bubbles in the garden, she reminds them to take care not to accidentally hit other children who are playing nearby. The home is very clean, safe and secure and the childminder has a good understanding about the process for risk assessment. Formal risk assessments are in place and she checks her home daily before the children arrive. The range of equipment available to the children is extensive, of a good quality and well cared for. Regular use of local toy and reference libraries increases the range and variety for the children to provide additional stimulation.

Effective policies and procedures for keeping children safe, such as those for lost children and while on outings, have been prepared. Information about children's specific needs is sought and overall, documentation is carefully and well maintained. However, some regulatory information for one of the children has not been obtained, as written consent for the seeking of emergency medical treatment was not included within the child's information. This is a statutory requirement of the Early Years Foundation Stage, but on this occasion has not directly impacted on the safety or well-being of any of the children. The childminder has agreed to take action to address this immediately.

The childminder's attitude to continually improving outcomes for children is good. She has prepared an accurate self-evaluation document and has a growing confidence about her strengths and weaknesses. She demonstrates an ability to reflect and identify appropriate action to improve, which includes extending her vocational knowledge through training and workshop initiatives. She has identified gaps, such as the ways that parents' views about her service can be sought, and is currently developing ways to address this, including providing questionnaires.

The childminder's home and daily routines are thoughtfully organised and based around the children's differing needs. Currently she offers a service to a small number of children, which she feels children benefit from as they are afforded more individual attention. The activities and routines are planned to provide children with experiences, both indoors and outdoors. Children gain a sense of community within the childminder's home and at the activity groups that they attend on a regular basis. Books, posters and multilingual welcome messages provide children with images and information about the diversity of the wider world and provide them with some opportunities to talk about and gain a wider understanding of their own and other people's cultures and beliefs.

The engagement and sharing of information with parents is very good. The childminder provides parents with printed copies of all policies and procedures and

has established good initial contact systems. She uses settling in periods and daily liaison to continually engage parents. This sharing of information is being used by the childminder to support the older children's forthcoming transitions to school. For example, she has begun to attend play sessions so the children get a chance to attend and make friends with other children who will be attending the same school. This, and the policies and procedures in place, demonstrates the childminder's understanding of the importance of creating a framework for partnership working with other settings and professionals should the children be cared for at other childcare settings or have special educational needs and/or disabilities.

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

The outcomes for children are successfully promoted through the childminder's thoughtful organisation of her provision. Daily routines allow for a variety of restful and vigorous play opportunities and the children enjoy the freedom afforded to them as they move confidently from indoors to outdoors. Throughout the home, children have access to books, puzzles, mark making materials, and small world and role play equipment. In the garden, similar equipment is further enhanced with opportunities to clamber in the fire engine tents, ride the wheeled resources and negotiate the steps on the slide. Children sit at the table to talk with the childminder and engage visitors about what they are doing with a laptop. The organisation of resources engages the children well because the childminder uses her observations of the children to identify their current interests, therefore the resources and activities capture and engage the children fully. Very well maintained learning journeys serve as a record of children's progress and achievements, and planned next steps for learning are listed on the childminder's daily diary to act as a simple prompt. Information between parents is regularly shared and the files are available to them any time they wish to see them. However, no regular system has been implemented to more actively involve the parents in the planning for children's learning. That said, children are making good progress, and their learning is further supported by simple but effective suggestions by the childminder. For example, when one of the children struggles to cut their banana, the childminder reminds them to cut it as they do when playing with the play dough. This helps children build on what they know and contributes to their early problem solving skills.

The children display a strong sense of belonging and security within the home, fostered by the childminder's fun and caring interactions. They are confident and eager to express their needs and wishes. For example, mealtimes are sociable occasions where the childminder's expressive, enthusiastic tones and role modelling encourage the children to try a greater variety of healthy foods, including cheese, celery, cherry tomatoes and yogurts. A focus on encouraging children to share their thoughts is helping the young children to use language for thinking as they share their thoughts about the colours and tastes of the attractively presented, pre-prepared fruits. The children express their preferences for favourites, such as bananas and grapes, and wrinkle their noses at the taste of blueberries and slices of kiwi fruit. The childminder ensures that all the children

contribute to the conversation, helping them learn about turn taking and listening to the views of others. This helps them to learn to cooperate and fosters their early citizenship.

Children learn through a range of experiences. For example, they count the cake cases as they prepare to bake and learn about technology as they visit the local supermarket to print their photographs. Use of road crossings and visits to the local places of interest, such as the fire station, help them learn about keeping themselves safe and people who help them. These types of activities help children develop positive attitudes towards future learning and are considered some of the stepping stones for helping to build future life 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*

### The overall effectiveness of the early years provision

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|--|---|
| <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

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|--|---|
| <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         | 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

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|--|---|
| 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

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|--|---|
| <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                           | 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