

Inspection report for early years provision

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Inspection date	24/02/2010
Inspector	Jean Evelyn Thomas
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 1996. She lives with her two children aged over 16 years in Upton, Wirral. The back room, dining room and kitchen of the house are used for childminding. The toilet facilities are situated on the first floor level. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding three children in this age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and nurseries to take and collect children. The childminder takes children to local parks, libraries and other places of interest on a regular basis. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's welfare, learning and development within a welcoming and inclusive setting. She has developed systems to work in partnership with parents, carers, professionals and other settings, which has a positive impact on children's progress. The childminder is committed to continually improving her childcare provision, which subsequently impacts on the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure a current first aid certificate is maintained (Suitable people). 10/03/2010

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

- ensure the observations and assessments are balanced across the six areas of learning to plan for children's next steps and gather more information when children start to inform the initial planning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding issues and the procedure to follow should she be concerned about a child's welfare. Practically, during the

day, she maintains good supervision and uses daily situations to help children gain a greater understanding about how they can keep themselves safe. For example, through following road safety procedures when out and about and tidying away toys to prevent a tripping hazard.

The childminder's home is well organised to give children freedom of movement and choice of play activities. The play resources are easily accessible to encourage children to become active learners and use problem-solving skills as their own play ideas develop. The childminder makes good use of external resources, such as the parks and lending library facilities, to add to children's enjoyment.

The childminder's attitude to continually improving outcomes for children is good. She uses the Ofsted format for self-evaluation and has identified areas for further improvement. Parents' views are sought as part of the self-evaluation process. The childminder has addressed the recommendations from the previous inspection. Developing her knowledge of the Early Years Foundation Stage and implementing its principles has ensured the previous learning and development recommendation is met. Improvements have been made as recommended in promoting children's health and welfare through the accessibility of drinks and having information to refer to regarding communicable illnesses. The childminder values training to improve practice. However, her first aid certificate has lapsed; therefore, a requirement is not being met. The childminder has enrolled onto a first aid course which commences within a week of the inspection date.

The childminder treats each child as unique and is positive about helping children to become aware of the wider world, so promoting equality and diversity through practical activities and resources. She does not stereotype play resources, resulting in all children enjoying and benefiting from the full range of play materials. Individual needs are met very well through the sensitive, flexible care provided and through working closely with parents. The childminder's interaction and engagement with children is particularly meaningful and sensitive to their individual needs, so that their learning and development is effectively promoted.

Good partnerships are developed with parents. The childminder has good initial contact systems and uses settling-in periods and daily liaison both verbally and through written communication to continually engage parents. This promotes the good continuity of care for the children. However, the information gathered from parents when children start contains limited information about what they already know and can do, to inform the initial planning. The children's personal learning journals are shared with parents, encouraging them to be actively involved in their child's learning and development. Written comments from the parents regarding the childminding service are very positive. The childminder has established effective partnerships with those involved in children's care and learning to promote consistency and continuity.

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

Children enjoy and achieve well as they confidently and enthusiastically participate in the play experiences of their choice and planned activities. The childminder's secure knowledge and understanding of the underlying principles of the Early Years Foundation Stage creates a firm foundation for children's learning. Children's individual progress is monitored through observations and assessments which are used to plan for their next steps in their learning and development. However, the systems show that this process is not balanced across the six areas of learning.

The childminder is skilful in knowing when to be actively involved and when to allow children to follow their own initiative and make choices, for instance, in role play. The children enjoy resources that reflect their experiences and interests and use a variety of play materials, including the home corner utensils, dressing up clothes and dolls. Children explore how things work as they operate the play kitchen and kettle by pushing buttons and turning knobs to start and stop the sound effects.

Children learn spontaneously through close interaction with the childminder. There is a flow of conversation between the childminder and the children. They extend their vocabulary as the childminder introduces new words in play and they learn to express their ideas and feelings. At lunch time they talk about their age. As part of this discussion the childminder encourages children to complete simple calculations by asking them to add on to the number of their age. The childminder suggests they play the large floor game of snakes and ladders. The children are eager to participate and demonstrate a secure understanding of number concepts as they correctly move the counters to match the corresponding number they have thrown on the dice. Children use mathematical language as they play to describe the position of the counters. Children are engrossed in activities and concentrate well. Developing these skills has a positive impact on their future economic well-being.

Children benefit from the childminder's alert and well-planned supervision. They learn how to keep themselves safe as they play safely with toys and help to tidy them away. They regularly practise the emergency evacuation drill and older children are able to detail the procedure. Practices are implemented well for children to adopt healthy lifestyles. They enjoy physical play both at the setting and on outings to places such as nearby open spaces and parks to develop their physical skills and strength. Children learn about healthy eating as they are encouraged to eat nutritious foods.

The childminder presents herself as a good role model for children's behaviour. She shows interest and respect in what children are saying and doing. In this environment, where praise is given and achievements are acknowledged, children's self-esteem and their understanding of acceptable behaviour are promoted. The childminder uses specific resources to help children understand emotions and to respect the feelings of others. The childminder nurtures children's understanding about sustaining the earth's resources through routines and planned activities, including trips to the local supermarket's recycling centre.

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

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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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- prepare a written statement of procedures to follow in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register). 10/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register (Welfare of the children being cared for). 10/03/2010