

Inspection report for early years provision

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Inspection date	26/02/2010
Inspector	Michele Anne Villiers
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 2007. She lives with her partner and two adult children in a suburb of Liverpool, close to shops, parks, schools and public transport links. The childminder occasionally works with a co-childminder. The whole ground floor of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register to care for a maximum of five children at any one time, and currently has two children under five years old on her register. She also offers care to children aged over five years old and is registered by Ofsted on the compulsory and voluntary parts of the childcare register.

The childminder collects children from the local schools and takes them to toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is caring in her approach and supports the children well, helping them make good progress in all areas of their development. She provides a very welcoming and stimulating environment, and has started to monitor the children's progress through observation. She demonstrates a strong commitment to maintaining continuous improvement and monitors her provision, although recorded self-evaluation with parental contributions is in the early stages. All safety measures are in place, and the childminder conducts regular risk assessments in order to identify any potential hazards and further safeguard children.

What steps need to be taken to improve provision further?

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

- develop further an effective self-evaluation system to identify areas for improvement, meaningfully involve parents and carers, and use as a basis of ongoing internal review
- develop further systems to monitor the children's progress, based on initial profiles, and devise ways of including parent comments.

The effectiveness of leadership and management of the early years provision

Children play in a safe environment and are closely supervised. The childminder has comprehensively written child protection policies and procedures to follow, should she have any concerns about a child. Her home is suitably clean and children follow personal hygiene routines to help prevent the spread of infection.

Sleeping babies are monitored, and all regulatory documentation is in place and well organised for effective management. Children access a well resourced designated play room with a wide range of toys and resources.

The childminder has met all recommendations from the last inspection. She has implemented systems for the administration of medication, planning of activities, recording incidents, and keeping accurate attendance records. She has attended several training workshops to promote the children's learning, development and welfare, demonstrating a very keen commitment to driving improvement and embedding ambition. Her future plans include improving the children's outside play space in order to further benefit their health and physical development.

The childminder evaluates her provision through observation of the children and discussion with parents. However, effective recording of self-evaluation is not fully in place in order to use as a basis of ongoing review. Children are valued as individuals, and the childminder is conscientious about providing an inclusive environment, working closely with parents to support all children. Parents receive copies of policies and procedures, and letters of kind words evidence their satisfaction with the care provided. The childminder also shares information with other settings that children attend within the Early Years Foundation Stage.

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

The childminder plans a variety of play opportunities that include visits to places of interest, such as, local playgroups, parks, farms, and the library for singing and dance sessions. She supports the children well, extending their learning and understanding using various resources. For example, children visit the park to feed the ducks, make a replica of a pond with ducks using collage materials, and look at picture books with ponds. Through direct observation the childminder has started to monitor the children's progress, recording their levels of attainment and next steps. However, initial profiles are not clearly identified, along with opportunities for parents to add their own views and ideas.

Children confidently explore their environment, choosing their toys and interacting with the childminder. They learn about living things as they make 'fat balls' to feed the birds during the cold winter months, and they grow flowers from seeds. A range of textured and tactile materials are available, and children use their imagination well, playing in a den, using torches to light up the dark corners. The childminder encourages children to help tidy away, brush the floor and wipe tables in preparation for meal times.

During play children progress well in their language and literacy skills. They sing alphabet songs and match alphabet puzzles. They enjoy looking at books and mark-making when drawing and painting. Children become aware of number and calculation, counting how many toys they have, and learn to recognise numerals depicted on posters and in books. They learn about diversity and play with different cultural dolls, ethnic dressing up clothes, and small world people with walking aids.

Outdoor play is part of the daily routine and children have fun digging in the garden, developing their physical skills, which has a positive impact on their health. Indoors they slice up fruit, using appropriate cutlery, with good dexterity, and they enjoy a suitably healthy balanced diet. Throughout their play they are reminded how to keep safe and, on outings, they learn about road safety. Children form close relationships with the childminder and develop good levels of self-esteem. As a result, they feel safe and secure, all of which contributes to children making sound progress in their learning and areas of development.

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	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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