

Inspection report for early years provision

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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 has been registered since 1997. She lives with her husband and their 14 year old child and adult child in the suburbs of Liverpool. The whole of the ground floor of the childminder's home is used for childminding. 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 two 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 the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school 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 outstanding.

All children make significant gains in their learning and development. The educational programme is well organised. The play areas are vibrant and stimulating, and excellent support and encouragement are provided. The children are extremely happy and play in a safe, secure and inclusive environment, where their individual needs are met. The childminder is highly committed to continuous improvement, and works closely with parents and others to ensure consistency of the children's welfare. The rigorous monitoring of her provision and the planning for continuous improvement significantly enhance the children's achievements and well-being.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- building on the systems used for obtaining initial information about the children's abilities when they first start through regular two-way flow of information with parents, and link to the areas of learning.

The effectiveness of leadership and management of the early years provision

The children play in a safe and secure home, and comprehensive safeguarding policies are in place to share with parents. The childminder conducts systematic risk assessments within the home and on outings, helping to minimise any potential hazards. She sets high standards and uses rigorous monitoring and self-evaluation to identify areas for improvement. As a result, outcomes in children's achievements and well-being for all children are exceptionally high. Previous recommendations have been met, and since the last inspection the childminder has

purchased a wealth of interesting toys and resources to support and enhance the children's learning. She has also raised the children's awareness of personal hygiene by introducing dental care and brushing their teeth after meals.

The childminder has an exceedingly good understanding of how children learn, and effectively implements the Early Years Foundation Stage. She has completed extra training and has attended workshops to enhance her skills and benefit children. The home is utilised fully, with excellent consideration given to the children's needs in the organisation of resources. For example, low-level toy storage shelving with picture labels, and written words of the toys stored, enables children to make informed choices about their play. All children are well integrated, and the variety of child-size furniture available means children can sit comfortably together.

Parents receive good-quality information and contribute their views and ideas through daily discussion and questionnaires. Daily diaries about their children's routine are provided, and progress reports are freely available. Parents speak very positively about the high-quality care provided. The childminder has started to establish links with other provisions that children attend for continuity of care.

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

The children eagerly enter the childminder's home and excitedly explore their environment. The designated playroom is rich with high-quality toys, resources and wall displays. Outdoor play is part of the continuous provision and the garden is creatively organised into stimulating play areas. For example, children access various tents, tunnels and role-play items, as well as wheeled toys and climbing apparatus. Excellent planning ensures activities are well-balanced, with good systems to reinforce the children's learning. All children make significant gains in their learning because the childminder gives excellent consideration to their individual needs and development. Children are inquisitive and constantly ask questions about how and why, becoming active learners and critical thinkers. They demonstrate excellent concentration and learn to share and co-operate, willingly helping to tidy away. They form very close relationships with the childminder and develop a strong sense of belonging.

The childminder enthusiastically encourages the children's language and literacy skills. She supports young and less able children by using picture images and flash cards alongside the written and spoken word. Children practise their emerging writing skills, mark-making in sand and drawing using crayons, chalks and paint. The letters of the alphabet are displayed, and a wide range of books is available for enjoyment and story telling. Problem solving and mathematical concepts are emphasised throughout play. Children count how many colourful beads they have around their neck, and calculate if they have more or less than each other. They examine the colour, size and form of the beads. They learn to recognise written numerals on large dice and find the corresponding numbers to make up the teddy bear puzzle. Computers and programmable toys help children learn about information and communication technology.

A wide range of toys and resources help children to become aware of and respect differences. For example, there are different cultural dolls and dressing-up clothes, a teddy in a wheelchair, and books, games and puzzles that reflect positive images. Outside, children learn about caring for the environment, and enjoy watering the plants and examining bugs using magnifying glasses. Innovative resources and activities stimulate their imagination and senses. For example they play in a blacked out 'sensory' tent, exploring different coloured lights and textured toys. Good healthy lifestyles are adopted through healthy eating and varied physical exercise. Children know to re-hydrate and help themselves to drinks of water from the water cooler machine. They learn about safety issues, such as the importance of the emergency services and road safety. They know why to put on sun cream and sun hats, and why to sit in the shade on hot, sunny days.

The childminder effectively monitors the children's progress through observation, and documents their development through written comments and photographs in individual 'Learning journeys'. The children's initial profiles are based on discussion with parents and some recording of their likes and dislikes, but these are not fully linked to the areas of learning. However, the childminder's extensive knowledge about the children, the learning programme and the provision of challenging activities helps the children to flourish in her care.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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