

## Inspection report for early years provision

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<b>Unique reference number</b>	EY300852
<b>Inspection date</b>	14/07/2010
<b>Inspector</b>	Margaret Patricia Mellor
<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).

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 2005. She lives with her husband and child aged eight years in Liverpool. Children use the whole of the ground floor of the childminder's home for their care and learning. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range at any one time. She is currently minding two children in this age range. She is also registered to provide care for children aged over five years. The childminder is registered by Ofsted on the Early Years Register and both parts of the Childcare Register.

The childminder walks or uses her car to collect children from school and takes them to places of interest. She is qualified in early years to National Vocational Qualification level 3 and receives support from the local authority. She is a member of the National Childminding Association and Local Childminding Network.

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

Overall the quality of the provision is good.

Children are cared for in a very welcoming and enabling family home. They greatly benefit from a childminder who has a good understanding of their individual needs and plans enjoyable and challenging activities for them. They enjoy learning about their local area and make good progress in all areas of their achievements. The childminder shows a genuine desire to maintain continuous quality improvement, and is using the Ofsted self-evaluation form to identify strengths and areas for future development. Each child is highly valued as an individual, and meaningful partnerships with parents help the childminder to create an inclusive atmosphere. Good emphasis is given to promoting children's welfare and keeping them safe and secure at all times.

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

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

- develop further systems to involve parents and other provisions in practical ways to support children's achievements between environments
- develop self-evaluation to include the views and thoughts of parents.

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

Children move freely and safely in the homely environment which affords them plenty of stimulation and interest. All of the safety measures in place help to

safeguard the children, along with robust risk assessments and the childminder's strong understanding of child protection issues. The provision is very clean, which helps to prevent the spread of infection, and meals and snacks are nutritionally balanced. Daily routines and well planned activities extend children's awareness of a healthy lifestyle. Good attention is given to ensuring that children are protected from the sun and travel in safety in the childminder's car. Well written policies are communicated to parents and all the regulatory documentation is organised for the safe management of the provision.

High regard is given to promoting inclusive practice and providing an environment consistent with home. Settling-in sessions and observations help the childminder to form an initial assessment of the children. Therefore, their individual care needs are respected, and they make good progress in relation to their starting points. Individual diaries, ongoing discussion and displayed information ensure that parents are kept up-to-date with their child's routines, activities and achievements. Parents write kind words about how very happy they are with the quality of provision offered and are particularly pleased with their child's growing confidence. However, practical ways of engaging with parents and other provisions to complement children's learning are not yet fully established.

The childminder has a very good understanding of child development and how children learn through play. Activities are planned around their developmental needs and interests, and her home is organised to create an inviting and enabling environment for them. She is highly motivated and very keen to promote better outcomes for children. Since the last inspection she has greatly improved children's awareness of diversity by providing a suitable range of resources, and has identified Food Safety training as a key area for future development. She is using the Ofsted self-evaluation form to drive ambition forward, and recognises that she is not yet including the parents' views or thoughts. Respect for the earth's environment is clearly evident in the sustainable toys and the recycling of boxes, yogurt pots and lollipop sticks to make dinosaurs.

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

Children are able to be active or restful and have a sleep in line with their individual needs and parents' wishes. Child sized furniture enables them to sit in comfort with their friends, and comfy cushions for them to snuggle up help to create a very relaxing atmosphere. Children are safety-conscious when handling the scissors, and practising road safety procedures with props they make helps them learn to keep themselves safe. They become aware of personal hygiene through their natural daily routines, and washing hands is an enjoyable activity for them. Children gain independence as they help themselves to drinks when thirsty, and tucking into home made chicken and sweet corn soup nurtures their interest in healthy eating. Push-a-long toys support new walkers; and fresh air and active play everyday also helps children to adopt a healthy lifestyle.

Children happily engage in their play and good organisation helps them become active learners as they delve into toy boxes to seek out favourite toys which appeal

to them. Toddlers use problem solving to do inset puzzles, and dressing dolls or putting cars in the garage in pretend play helps them make sense of the world. Toddlers begin to make connections as they press buttons to operate toys, and when experimenting with water learn that it turns to ice in the freezer. Children's emotional needs are met very well; for example, making allowances for their different personalities is reflected in their confidence, happiness and strong sense of belonging. The childminder is also very good at making sure all children are included and nobody feels left out. Chunky crayons, for instance, enable toddlers to join in mark making activities with the older children.

Children behave very well and enjoy warm relationships with the childminder, who has a lovely rapport with them. They relish her spontaneous hugs or reassuring cuddles, and toddlers develop the concept of sharing through her sensitive interactions. Therefore, children play well alongside or with one another and often encourage others to join in. Library story times and toddler group also provide worthwhile opportunities for children to extend their social skills. Respect for differences is nurtured as children push small world toys in wheelchairs, play with different ethnic dolls and celebrate other cultures. In the garden children learn that the seeds they plant need soil, water and light to grow, and about the changing seasons as they collect the Autumn leaves. They love to watch the squirrel, and their interest in living things is nurtured as they create hedgehogs with card, paint and collage. Good organisation of the day and enjoyable visits to places of interest help further foster children's knowledge and understanding of the world around them.

Well planned activities and good adult support means that children have plenty of fun and thoroughly enjoy their play while making good progress in their achievements. All children relish looking at books, and enhancing story or rhyme times with supporting materials, such as finger puppets, stimulates children's listening skills and imagination. As a result, toddlers respond gleefully as they copy actions to rhymes, and children retell the story to their friends with confidence. During play, toddlers discover how different shapes fit into posting boxes, and experimenting with quantities and measure in sand play supports their next steps in mathematical development. The childminder is successfully linking observation to the six areas of learning to identify and plan for each child's next steps in learning, and every child has a learning journal where information is recorded. Polite interactions, print as labelling and many opportunities for all children to practise their emerging writing skills also greatly enriches their skills for their 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	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	3
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

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