

Inspection report for early years provision

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Inspection date	18/06/2010
Inspector	Mary Wignall
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.

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Description of the childminding

The childminder was registered in 1997. She lives with her two children both aged over the early years age range. She minds in the Orrell Park area of Liverpool. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for no more than six children under eight years; of these, not more than three may be in the early years age range, and of these, not more than one may be under one year at any one time. The main area used for minding is the ground floor. The childminder has a National Vocational Qualification at Level 3 in Childcare and has recently completed a Foundation Degree in Early Years. There are currently two children on roll on the Early Years Register and ten on the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children feel happy and at home as their individual needs are met. Partnerships with parents and other providers complement the children's experiences, providing consistency in their care and education. As a result, the children are well cared for and make good progress in their learning. Self-evaluation procedures clearly identify and target areas for improvement. The childminder is committed to professional development to improve and sustain good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy is in line with local procedures
- update the record of risk assessment to include any assessments of risks for outings and trips
- consider using the Ofsted self-evaluation form and quality improvement processes as the basis for ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues as she regularly attends relevant training. She has a good knowledge of local procedures, retaining information about referral and recording procedures to fully protect children. She shares a policy with parents to ensure consistency, although the policy does not accurately reflect her knowledge of local procedures. Children are kept safe, and feel safe, by the implementation of risk assessments. A combination of visual and recorded checks ensures the home is safe and equipment, such as fire safety apparatus, is in place and in good working order. Time outdoors is planned daily for the children, with all trips risk assessed, although not all are recorded. The

childminder's vision for good quality is evident in her continuous improvements and use of her provision, and by her studying for a higher qualification and her ongoing training. For instance, she is renewing and improving her training in first aid and safeguarding issues. Planned improvements are in progress to the bathroom, to make it more accessible and inviting for the children. In identifying the main strengths and weaknesses, the childminder has accurately assessed her provision, although self-evaluation systems are not linked to any inspection improvement tools to aid review and monitoring.

Partnership with parents and other providers means the childminder understands the children's individual needs. She has a good understanding of their individual backgrounds and ensures the environment is inclusive and welcoming. She has established links with other providers the children may also attend. The information from which, informs her planning of activities for each child to ensure it supports their welfare and learning.

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

The childminder has a relaxed and comfortable manner with the children. This results in warm and positive relationships that support the children's learning. She plans a wide range of activities for the children using good quality toys. The children confidently access the toys which are stored at low level to encourage their independent use. Activities follow the children's interest or other activities enjoyed at other settings. For instance, posters of the solar system support the children's enjoyment of a topic on space. The children's decoration of their playhouse in England flags, reflects their interest in football. Posters of local football teams promoting antiracism themes reinforce the children's learning. The childminder's use of conversation and open-ended questions develops the children's self-esteem and learning.

The children develop useful skills for the future as they respond to the childminder's conversation and questions. The children make good connections in their learning, for example, they describe a shield as a protector and show a good understanding of safety as they explain it is to avoid being 'hurt'. The childminder praises the children's efforts and uses different words meaning similar things, extending and reinforcing their language skills. She tries to remember the name for the specific breed of hamster they have as a pet. She is a good role model as she refers to printed information in order to get it correct. She says it clearly for the children to hear and repeat. The children show good counting skills as they line up and count their toy cars. Their problem solving skills are evident as they match outfits and accessories correctly when they make pictures from felt pieces. For instance, the childminder asks who would have a sword like that and, after thought, the child places it correctly. Their interest in technology is brought to life as they describe how the water pistol works. They describe the need to pump air in and use creative language to demonstrate how the water comes out the other end.

The childminder understands the benefit of planning for individual children based

on regular observations. She uses photographs and comments to show how each child makes progress in all areas of learning. The childminder is consistent in delivering good hygiene messages to children. As a result, the children have a good understanding of their personal hygiene. They wash and dry hands appropriately, for instance, after playing with the hamster or before lunch. Their understanding of safety is clear as they safely move items around the premises. The childminder uses clear explanations of the consequences to reinforce the children's understanding and develop their confidence.

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	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

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

Met