

Inspection report for early years provision

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Inspection date	11/10/2010
Inspector	Michele 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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and child aged one year in Liverpool. The whole of the ground floor of the childminder's home and the toilet facilities and designated bedroom on the first floor are used for childminding . There is a fully enclosed garden for outside play.

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

The childminder takes children to toddler groups and on outings on a regular basis. She holds a qualification in childcare and has experience of working with children in different settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very enthusiastic in her approach and knowledgeable about how children learn and develop. She provides a welcoming and inclusive environment where children make good progress in all areas of their development. All safety measures are in place, and daily checks, plus good maintenance of the home, help to minimise any potential hazards. Effective methods have recently been introduced to track the children's progress, with some systems to identify their initial level of ability. Close relationships have been forged with parents, helping to meet the children's individual needs. The childminder demonstrates a strong commitment to maintaining continuous improvement and has started to use self-evaluation to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- use self-evaluation to identify areas for improvement and as the basis of ongoing review, with meaningful contributions from parents
- build 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.

The effectiveness of leadership and management of the early years provision

The children play in a secure home and the childminder has a good understanding of child protection and safeguarding issues. She has implemented comprehensively

written policies and procedures for effective management. The children are closely supervised, and sleeping children monitored with regular checks. Safety checks are also conducted on the premises and equipment and prior to outings, helping to protect children from harm.

The childminder is qualified in childcare and has extensive experience of working in a variety of childcare settings, including working abroad. She uses her skills and knowledge to provide interesting and challenging play opportunities, motivating and supporting the children's learning, development and welfare. The childminder evaluates her provision through observation and discussion with the parents. She is keen to improve upon her skills and is aware of her strengths and areas for improvement. However, she has not yet fully embedded a self-evaluation process, in order to use as a basis of ongoing review, with meaningful contributions from parents.

The childminder values children as individuals and has a good understanding of their needs. She makes good use of the available space for play, and ensures that toys and resources are accessible for children. Parents are kept well informed about their child's routine through daily discussion and written diaries. Testimonial letters evidence their satisfaction with comments such as 'There is nothing that I don't like about the childcare she provides'. Some information is obtained from parents about their child's abilities when they first start, although this is limited, and not recorded with clear links to the areas of learning. The childminder is aware of the importance of forging links with other early year's settings that children attend. However, she has not yet had to put this into practice.

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

The children are extremely happy and confidently explore their environment and develop a strong sense of belonging. Activities are based on the children's interests, and planning is used to ensure there is a good balance of adult-led and child-initiated play. The childminder is attentive to the children's needs, and they respond warmly towards her, running up for a hug. The environment is conducive to the children's learning, with child size furniture and comfortable floor cushions. Cots are also provided for babies and young children to sleep in comfort. Observation is effectively used by the childminder to monitor the children's development. She records their progress in individual profiles, and 'My learning story', highlighting the areas of learning. Photographs of the children are also used to evidence their progress. Initial profiles are obtained through discussion with parents, but this information is not clearly recorded, in order to further use as a baseline for the children's achievements.

The children demonstrate very good concentration during play, and they learn to share and take turns. The childminder constantly talks to the children in a clear and concise manner. She introduces new words, such as 'tower', when constructing with the building blocks, and young toddlers imitate the sounds. Their language and literacy skills are further enhanced throughout play. They pretend to mark-make, tracing around letters and words on a cardboard box with their finger.

They enjoy looking at books, and learn to recognise letters and numbers depicted on toys.

Every opportunity is used as a learning experience, with counting, calculation and colour introduced throughout play and practical activities. Outside, children learn about the seasons, helping to water plants and grow tomatoes. They enjoy art and craft activities, and use their imagination well, playing with dolls, and a play tent. The childminder is pro-active in helping children to learn about different cultures and diversity, and ensures activities are not gender specific. Different cultural children attend the provision, and toys and resources are provided reflecting positive images.

The children's health and physical well-being are promoted well. They play outside in the fresh air each day, and develop good balance and coordination using outdoor toys. Emphasis is placed on providing a well balanced diet that is varied and interesting. The childminder uses fresh ingredients for home cooked meals, and introduces children to cultural dishes, such as Thai green curry with rice. The children are taught about personal hygiene and how to minimise cross infection. They learn about safety, with reminders to be careful during play, and the close supervision from the childminder helps children to feel safe and secure.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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