

## Inspection report for early years provision

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<b>Unique reference number</b>	EY408498
<b>Inspection date</b>	19/10/2010
<b>Inspector</b>	Jean Thomas
<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.

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## **Description of the childminding**

The childminder was registered in 2010. She lives with her husband and three children aged over 16 years aged in Bromborough, Wirral. The whole of the ground floor of the house is used for childminding. The toilet facilities are situated on the first floor level. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years, of whom not more than three may be in the early years age group at any one time. She is currently minding two children in this age group. The childminder cares for older children. The childminder takes children to parks, toddler groups and places of interest on a regular basis. She accesses local authority support and is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder's knowledge of the Early Years Foundation Stage and its underlying principles is used effectively to support children's progress towards the early learning goals. The childminders provides a welcoming and enabling environment where children's uniqueness is respected. She has developed effective systems to work in partnership with parents to meet children's individual needs. The childminder is using self-evaluation systems and reviews procedures to ensure that strengths and areas for improvement are identified.

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

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

- review the risk assessment to make sure it covers anything with which a child may come into contact
- extend the range of resources available in the outdoor area to further enhance children's learning opportunities.

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

The childminder has a good knowledge of safeguarding issues. She has attended training and prepared a detailed written policy. This clearly outlines her responsibility to follow procedures to protect children from harm. The childminder is well organised and maintains accurate records to support her in meeting children's individual needs. Children's safety is protected through the childminder's ability to identify and eliminate risks through the completion of risk assessments

and the use of safety equipment. Although the risk assessment has been reviewed since she commenced childminding it does not cover everything the children have contact with.

The childminder is committed to the continuous improvement of her provision. She attends relevant training to increase her knowledge to improve her practice. She has sought support to complete a higher level childcare qualification in the near future. The childminder uses the Ofsted self-evaluation form to identify the strengths of the provision and areas for improvement, and she involves parents in this process. She values contact with other childminders and advice from the local authority support worker to help to quality assure her service. Good organisation of play materials enables children to self-initiate their own ideas. Since registration the childminder has purchased a good range of play materials to offer children variety and challenge in their play. This is further enhanced through the regular use of the toy and book lending libraries.

The childminder is strongly committed to promotion of equality and diversity, taking into account individual children's backgrounds and personal requirements. A wide selection of toys and books which reflect positive images of diversity are an integral part of the children's daily play experiences. This practice helps children build a positive understanding towards people who are different to themselves. The children learn about their local and wider community as they enjoy regular outings to children's groups, the library, parks and the urban farm. The childminder aims to help children develop their understanding about not wasting the earth's resources through their involvement in activities, such as recycling and growing vegetables.

Secure partnerships are established with parents, which significantly impacts on children's individual needs being met. Before children first attend, the childminder gathers information from parents about children's welfare needs and their stage of learning and development. This information is used to prepare the initial planning. The appropriate individual planning and the settling-in procedures help children feel secure in their new care setting. Parents are involved in their child's learning and development and are asked to contribute to the observation, assessment and planning records. Parents have recorded favourably about the progress their child has made. The childminder has not had the need to develop links with other providers delivering the Early Years Foundation Stage to the children she minds or with other professionals. She is fully aware of her duty to do so and would use systems similar to those she has in place for school age children.

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

Children are happy, confident and eager to engage in play of their choice. They develop a trusting relationship with the childminder which is the basis for the good progress made in their learning and development. The childminder has developed personalised planning for children across the six areas of learning which is based on children's interests. She plans the next steps in their learning and development, using the learning expectations of the Early Years Foundation Stage to support

their progress towards the early learning goals.

The childminder promotes children's language development in the knowledge that communication skills impact on all areas of learning. She encourages children to talk about what they are doing, asks questions and responds to their communication. Children show a genuine interest in books. They freely select books of their choice and enjoy having the stories read to them. They point to the story pictures and repeat words describing the story. Children pursue role play, showing good spatial awareness as they guide the play vacuum cleaner around the furniture. They select dressing-up clothes as their play ideas develop. The children confidently change the direction of their play. The childminder responds to their request to play with the dough. The children use different utensils to mould shapes and make marks on the dough. From an early age children handle and control technology equipment including the digital camera and the computer. Overall children have good opportunities develop skills in communication, literacy, numeracy and information and communication technology, which has a positive impact on their future economic well-being.

The childminder values outdoor learning. This is planned for specific learning objectives. For example, on the outing to the beach the children play on the sand and use spades to fill different sized containers to introduce them to quantity and measure. Children have all weather clothes and boots at the childminder's to enjoy outdoors throughout the year. In the garden there is a wide range of outdoor toys to promote physical development and a furnished play house to provide opportunities for creativity. However, the outdoor area lacks resources to complement and extend the children's indoor learning, such as mark-making materials and books.

A healthy lifestyle is actively promoted. Children learn about the importance of personal hygiene through the familiarity of following routines, such as hand washing, and covering their mouth when coughing. The childminder provides nutritional meals and snacks. Individual dietary needs are met. The childminder plans activities to trigger children's interest in healthy foods, such as helping to prepare ingredients to make a fruit salad. The childminder is a good role model for children's behaviour. She effectively helps children to develop their social skills and gives praise for their achievements.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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

<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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