

## Inspection report for early years provision

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<b>Unique reference number</b>	EY334892
<b>Inspection date</b>	01/11/2010
<b>Inspector</b>	Michele Villiers
<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 2010. She lives in Walton, a suburb of Liverpool. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed outside play space.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four 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.

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

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive environment where children make good progress in all areas of their development. They access an excellent range of toys and resources, and the childminder is vigilant about keeping the children safe. Effective methods are used to track the children's progress, with some systems in place to identify their initial level of ability. The childminder recognises and values the uniqueness of each child and works in partnership with parents and others to promote continuity in their welfare and development. She is strongly committed to maintaining continuous improvement and has started to use some forms for 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:

- develop self-evaluation to identify areas for improvement and use 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
- develop opportunities for the children to practise and extend their problem solving and numeracy skills throughout the daily routine.

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

The childminder has a secure knowledge and understanding of safeguarding and child protection issues. She has undertaken additional training to support her knowledge, and has implemented written policies and procedures to share with

parents. The children are closely supervised and regular risk assessments on the premises, equipment and prior to outings, help to protect children from harm.

The childminder continually improves her skills. Since the last inspection she has attended various training workshops and has completed a National Vocational Qualification at Level 3. She has successfully met the actions from her last inspection in order to improve outcomes for the children. All documentation is now in place pertaining to the children's attendance, safeguarding children and conducting risk assessments. The childminder effectively evaluates her provision through observation, but has not embedded a formalised self-evaluation process to use as a basis of on going review, with meaningful contributions from parents.

The childminder is enthusiastic in her approach, and the designated play room is attractively organised. Excellent resources are provided and deployed well, enabling children to independently make choices. Parents are kept very well informed about the provision and their child's progress. A wealth of information is displayed, regular newsletters are sent out, and parents may access their child's progress report at any time. Some information is obtained from parents about their child's abilities when they first start. However, this is not linked to the areas of learning in order to further use in initial profiles. Testimonial letters from parents contain very positive comments about the quality of care and the progress their child is making. The childminder has also forged good links with other provisions that children attend in order to share information.

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

The designated play room, excellent range of toys and resources, child size furniture, and attractive wall displays contribute to a rich environment that is conducive to the children's learning. The childminder uses planning well to help ensure there is a good balance of appropriate activities, linking to the children's development and interests. The children enjoy outings and visits to places of interest, including the library and local park. The childminder uses observation to monitor development and evaluate activities. She records her findings in children's individual 'Learning Journey's' across all areas of development. When children first start the childminder, along with parents, completes 'All About Me' documents to assimilate the children's likes and dislikes. However, this information does not identify their abilities and achievements, with links to the areas of learning, in order to effectively incorporate into the children's initial profiles.

The children are very happy and thoroughly enjoy their play. The childminder enthusiastically supports and motivates the children, using most opportunities as a learning experience. The children demonstrate very good concentration skills, playing independently and alongside each other. They learn to share and take turns, and are well behaved and polite. The childminder constantly talks to children, encouraging their language skills. She also uses books, pictures and songs to further promote their communication and literacy development. Young children excitedly point to pictures of 'Thomas the tank' and imitate sounds and words. Words and letters are displayed around the room, helping children to learn

that print carries meaning.

During play the children are sometimes encouraged to count, and they begin to recognise written numerals that are depicted on toys and games. However, counting and calculation is not always incorporated into the everyday routine. For example, the children do not count or calculate how many pieces of fruit are required at snack time for the number of children present. Whilst playing with floor blocks and play dough they learn about different shapes and colours.

Planned focused activities help children to learn about the seasons and the world in which they live. They explore autumn leaves, feed the ducks in the park, visit the squirrel reserve, and go blackberry picking. The children learn about other cultures and diversity. They play with different cultural dolls, and dolls with walking aids, such as a wheelchair. There is a toy dog for the blind, complete with harness and many books and posters reflect positive images of race, culture, disability and gender, helping the children to value and respect others.

The children access many programmable toys, and delight in exploring sensory toys with sound and visual effects, helping them to become aware of technology. They use their imagination well with role play items, dressing up as builders and pretending to build and repair using plastic tools, such as saws and screwdrivers.

The children become aware of personal hygiene, knowing to wash their hands prior to handling food. They make healthy choices at snack time, tucking into sliced fruit, and meals are suitably nutritious. Posters of fruit and vegetables are displayed to promote the children's awareness of healthy eating options, and they enjoy baking activities.

Excellent activities are used to help children learn about safety. For example, the children set up road cones and traffic lights, and put on hard hats and fluorescent jackets whilst pretending to do road maintenance work. They visit the local fire station, and learn about people who help us. They demonstrate a strong sense of belonging and the close supervision from the childminder helps children to feel secure and safe.

## 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	2
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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