

## Inspection report for early years provision

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<b>Unique reference number</b>	EY349090
<b>Inspection date</b>	10/01/2011
<b>Inspector</b>	Elizabeth Grocott
<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 2007. She lives with her husband and two children aged nine and 10 years in Liverpool on Merseyside close to shops, parks, schools and public transport links. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Toilet facilities are on the first floor. There is only stair access.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children in the early years age group. The childminder regularly works with an assistant. When working with an assistant she is registered to care for a maximum of six children at any one time. The childminder either walks or transports children in a car to school, or to visit local places of interest. She is an accredited childminder, has achieved quality assurance in 'Children come first' and has a National Vocational Qualification Level 3 in Childcare and Education. The childminder is a member of the National Childminding Association and receives support from the local authority.

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

Overall the quality of the provision is outstanding.

The commitment and dedication demonstrated by the childminder enables her to offer an excellent standard of care and education to the children. A superb knowledge of each child makes sure that the childminder very successfully promotes children's welfare and individual learning. Children are safe and the childminder's enthusiastic and caring approach ensures that their self-esteem is well developed. The childminder values and includes all children, working exceptionally well with parents and others to meet children's needs. She has an excellent understanding of the strengths and gaps in her provision through the self-evaluation process she has put in place. This leads to clear plans for further improvement in her service and the outcomes of children.

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

To further improve the high quality early years provision the registered person should consider:

- developing the documentation relating to the complaints procedure.

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

Children in the childminder's care are exceptionally well protected as the childminder has a keen interest in safeguarding children. She frequently updates her knowledge and understanding of this important area by attending training. She ensures that children are never left alone with adults who have not been checked

for their suitability to be around children. The childminder is fully aware of the possible indicators of abuse or neglect and procedure to follow should she have concerns about a child. There is also a clear written procedures to follow should any allegations be made against either herself or members of her family. Clear procedures and comprehensive records ensure that all aspects of children's health and safety are well protected. Thorough risk assessments of both the indoor and outdoor area of the home as well as any outings undertaken further protect children. They learn to keep themselves safe as they practise evacuating the home in case an emergency should arise.

Children have free access to all of the resources that are available and those that are stored elsewhere can be selected from a picture catalogue put together by the childminder. Resources are in excellent condition and vary in complexity to suit the diverse needs of children attending. The childminder works effectively to provide a welcoming and inclusive service. Children learn to understand, respect and value similarities and differences in society. This is done through the provision of resources, seeing positive images displayed and celebrating festivals from their own and different cultures. For example, there are books depicting children who live between two homes. The childminder enjoys personal development and has attended numerous training courses since her last inspection. These include 'sensory training', 'Common Assessment Framework' and 'challenging racism'. Her system to evaluate her practice is successful in identifying areas for development, such as the outdoor area.

Excellent partnerships working with parents is a strong aspect of the service. A comprehensive range of policies and procedures leaves nothing to chance and fully support the setting. All parents and carers sign to confirm that they have read, accept and understand these. Parent views are sought and acted upon. For example, one parent suggests a topic about recycling and this is put into action. The childminder establishes very positive links with other providers of the Early Years Foundation Stage and these links are well supported by very good systems for information sharing. For example, a document has been devised that introduces the child, their stage of development and achievements so far. This includes discussing children's emerging skills and what they most enjoy. This enables both settings to work together with the individual needs of the child at the heart of all they do. Parents are delighted with the service provided demonstrated by thank you cards and questionnaires. Parents spoken to particularly comment on the 'fantastic childminder' her 'supportive approach' and 'outstanding teaching'.

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

The childminder has an excellent understanding of the Early Years Foundation Stage and uses it very effectively to promote outcomes for children. Coupled with regular discussions with parents, this keeps them very well informed of their child's development. The childminder works closely with parents when addressing the next steps for learning. Any new interests that are brought to the childminder's attention by parents are incorporated into planning. If there are any concerns about a child's welfare or learning, these are sensitively shared with parents in a

caring and professional way. The childminder plans the childminding day to ensure that she meets each child's individual needs and effectively complements children's learning and experiences at home and in other settings. This helps to narrow the achievement gap. Regular observation and assessment linked directly to the six learning areas, helps the childminder to effectively plot children's progress towards the early learning goals. The childminder understands well how different activities support particular areas of children's learning. Their combined experiences both inside and outside the childminder's home provide children with a highly enjoyable and stimulating range of activities. For example, children plant beans in the garden and regularly water and nurture them to observe their growth as they learn about life cycles. They make dens in the garden enjoying imaginative play and go to the airport to watch aeroplanes take off and land, learning about the world around them.

The childminder encourages children to respect the planet they live on. They learn to recycle waste materials, such as the waste when the beans have finished growing. This is put in the composting bin to provide food for the garden. They learn about animals that may become extinct like polar bears and help to sort household rubbish to take to the recycling centre. Joining in carol singing locally helps them to become part of the local community. Children are encouraged to share and respect the feelings of others with gentle reminders from the childminder. For example, whilst 'hairdressing' a dispute breaks out about who should shampoo and who should brush the childminders hair. Amicable agreement is reached with gentle persuasion about turn taking. Children are taken out to visit local places of interest, such as farms, parks and galleries. They also attend regular sessions at the local Children's Centre, including a soft play centre where they develop physical skills in a fun environment. The childminder develops children's love of books by providing a wonderful range of both fact and fiction. Children enjoy cuddling up to share a favourite story before they have lunch. Listening skills are developed as children play a game with the childminder, identifying different sounds played to them.

Warm relationships have developed between childminder and children as well as with the childminder's own children. Children show a very strong sense of belonging as they confidently use all areas available for childminding and interact very well with each other. Photos displayed reveal many happy activities, playing out in the snow, bird watching, pond dipping and a visit to local ornamental gardens to develop the children's sense of smell. At all times the childminder is aware of encouraging independence in self help skills, such as putting on shoes, dressing and hand-washing. Children are aware they need to wash their hands before they eat to get rid of germs and to make their hands clean. Home cooked food helps children to understand the benefits of a healthy diet. Children happily tuck into their lunch of spaghetti bolognaise with grated cheese followed by yoghurt and a drink of water.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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