

Inspection report for early years provision

Unique reference number	EY347782
Inspection date	11/01/2011
Inspector	Lindsay Dobson
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.

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 partner and three children aged nine, ten and 15 years in a suburb of Liverpool. The whole of the ground floor of the home, plus the upstairs rear bedroom, is used for childminding purposes. There is a fully enclosed garden for outside play. The home is within walking distance of local shops, schools, parks and the library.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children at any one time. There are currently six children on roll, of whom three are in the early years age range. At the time of the inspection there were no children present. The family has a pet dog.

The childminder is a member of the National Childminding Association and a member of the childminding network. The childminder holds a National Vocational Qualification to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes children's welfare and development. Children are safe and well cared for in the childminder's welcoming and inclusive home, where they engage in a good variety of stimulating play opportunities. As a result they are making good progress in their learning and development. The childminder has implemented the required documentation to support the effective running of her childminding practice. However, she has not maintained an up to date first aid certificate. Good partnerships with parents and other providers of the Early Years Foundation Stage have been established and effective systems are in place for sharing information. The childminder demonstrates an enthusiastic and positive attitude towards her provision and is starting to target future plans to ensure continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- complete an appropriate paediatric first-aid course. 28/02/2011
(Safeguarding and welfare)(also applies to both parts of the Childcare Register)

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

- develop further observations and assessments to consistently identify next steps in children's learning and use these to inform future planning.

The effectiveness of leadership and management of the early years provision

The childminder protects children from harm as she has a good understanding of safeguarding procedures. She has attended a child protection training course and is confident in recognising possible signs and symptoms of abuse. This is further supported by a safeguarding children policy which shows clear procedures about who to contact should she have any concerns about a child in her care and this is shared with the parents. The childminder has well informed, detailed policies in place to support her practice and documentation is organised effectively to ensure confidentiality. Detailed risk assessments for the home, garden and the outings undertaken are in place and, along with daily checks, help to ensure that children are effectively safeguarded. The childminder has not kept her first-aid certificate up to date and it has expired, which is a breach of regulations. However, she has booked herself onto the next available course to ensure she is able to care for children should an accident occur.

Children's independence is effectively promoted as they are able to freely access resources from the good range available in the designated play room. Resources are of good quality, interesting and age appropriate, offering challenge and stimulation to the children. The range of resources offers children opportunities to develop their understanding of difference and diversity, supported by posters on the playroom wall. The childminder is positive in her attitude to raising children's awareness of the wider world and uses general play activities to incorporate this into children's learning. Daily routines ensure time is used effectively and meets children's individual needs, for example, with regard to their meal times and sleep patterns. Parents are kept well informed about their children through the use of a daily diary and verbal updates at the end of each day. On initial visits parents receive a copy of all relevant policies and procedures. This ensures they are well informed about how the childminder works. Contact details of the regulator are available in the setting, as the Ofsted poster is clearly displayed. The childminder is building partnerships with other settings and community groups involved with the children in her care. This ensures she can compliment and support the learning outcomes the children are working towards and provide continuity of care.

The childminder has started the process of self-reflection and has identified future training courses as a way to enhance her service. She has included the views of parents in her developing evaluation, with particular regard to the care their children receive. Some very positive comments have been received, for example, 'the childminder is very welcoming', 'children are happy, have lots of fun with a great variety of toys and activities' and 'transition to a new setting has been made easy for them'. The childminder is confident to seek help and advice from other childcare providers and the local childcare coordinator in order to extend her knowledge and practice.

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

Evidence suggests that children are happy, settled and secure in the childminding setting. They form good relationships and the childminder successfully creates an environment that values individual children's needs and interests. The childminder has a good understanding of the requirements of the Early Years Foundation Stage framework and, consequently, children are well supported in all six areas of learning. Photographic evidence shows the childminder actively engaged in activities and newly implemented planning considers children's interests and abilities. The childminder completes observations on the children which link to the areas of learning and she sometimes identifies their next steps of development. However, this information is not consistently recorded to enable the childminder to effectively use it to inform future planning. The childminder also evidences children's achievements in their individual files through the use of meaningful photographs which helps to show how they are developing. Parents have good access to their children's files and regularly comment in these.

Photographic evidence and information in children's individual profiles clearly shows the range of exciting, stimulating and interesting activities they engage in. The six areas of learning are all provided for, supporting children to make good progress in their learning and development. Children enjoy activities in the childminder's home, at the various childminding groups, tots groups and at the children's centre which they regularly attend. For example, younger children develop their early marking skills in the shaving foam and sand using their fingers. All children have free access to a good range of books which they look at alone or with their friends. The children see lots of labelling around the play room to enable them to understand that print carries meaning and written words and conversations introduce them to new vocabulary. Evidence shows that children's knowledge and understanding of the world is very positively promoted as the childminder provides children with opportunities to plant and grow vegetables and flowers. They visit the local farm and park where they learn about animals and nature. They learn about the seasons as they happily play in the snow, developing their understanding of freezing and melting. Children's understanding of technology is also supported as they use binoculars to bird watch in the local park. Children's personal, emotional and social development is fostered very well by the childminder. Children have good opportunities to dress up and role play and the childminder has developed good resources to support and develop children's imaginations. The childminder has been working with the children to enable them to understand their own feelings and those of others and has implemented a 'feelings cube' to support this development. She is also working with them to encourage their independence, social skills and skills for the future.

Children are supported to learn good basic hygiene skills through the use of effective hygiene routines. They are encouraged to wash their hands before meals and snacks and after going to the toilet and are provided with individual flannels to prevent cross-infection. The childminder offers healthy and well-balanced meals for all children, recording any allergies. Children have snacks of fruit and also have drinks of water available to them throughout the day. They are offered nutritional

main meals, which are home-cooked. The childminder ensures children are in a safe environment and teaches them how to stay safe by practising fire drills when at home and through learning appropriate road safety when out in the community. The childminder clearly understands the importance of the use of positive strategies to support children's behaviour. Certificates of achievement are given to children where appropriate and she actively encourages children to use good manners, take turns and be kind to each other. This helps to promote a happy and fun environment for all children.

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	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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Qualifications and training)(also applies to the voluntary part of the Childcare Register) 28/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 28/02/2011