

Inspection report for early years provision

Unique reference number	313034
Inspection date	12/01/2011
Inspector	Karen Cooper

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 originally registered in 1983 and re-registered in 1998. She lives with her husband, two adult children and a teenage child, in the Knowsley area of Liverpool. Children have access to the ground floor and first floor bathroom of the childminders home. There is a fully enclosed garden available for outside play. The family has two dogs.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently 11 children on roll, of whom three are within the early years age range. All of the children attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and have formed positive relationships with the childminder and her family. They have access to a well resourced, welcoming environment which enables them to make good progress in their learning and development. The childminder goes to a great deal of effort to ensure that the individual needs of all the children and families in her care are met. Policies and procedures are generally effective and documentation is well organised and stored appropriately to ensure confidentiality is maintained. The childminder demonstrates a positive attitude and commitment to developing and improving the quality of her service.

What steps need to be taken to improve provision further?

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

- develop further observation and assessment systems to ensure children make progress towards all areas of learning
- develop further the processes for evaluating the quality of the provision in order to identify strengths and prioritise areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her role and responsibility in protecting children in her care. She has a good knowledge and understanding of the signs and symptoms of abuse and of the procedure to follow should she have a concern

about a child in her care. This ensures children's welfare is fully safeguarded. There are clear and robust vetting procedures in place to ensure all adults within the household are suitably checked. The implementation of a complaints procedure ensures parents are fully aware of the procedure to follow if they have a concern about the care or service provided. The childminder ensures children are safe and secure both inside and outside the home. She regularly carries out written and visual risk assessments to identify any hazards and for all outings undertaken with the children. This ensures children's safety is fully protected.

The childminder is a very caring person and is extremely passionate about providing the best possible care for the children and their families. She is an experienced childminder and has cared for many of the older siblings of the children that she is currently minding. She is committed to continuous improvement and has attended numerous training courses and workshops to update her knowledge and skills including Early Years Foundation Stage, food hygiene, safeguarding and first aid. The childminder regularly reflects on the service that she provides, although there is no system currently in place for evaluating the quality of the provision and its impact upon children's development and learning. The environment is stimulating, well-resourced and is utilised to its full potential to provide children with choices about where and what they wish to play with. Planning is flexible and develops through the individual interests and play preferences of the children. This ensures that children benefit from a good balance of child-initiated and adult-led activities.

The childminder works in close partnership with parents to ensure consistency of care for the children. This ensures that they are cared for in accordance with their wishes. The childminder takes time to gather information relating to the children's individual needs and preferences before they start to attend. Information is noted and acted on if necessary. It is evident from letters received from parents that they appreciate and are extremely supportive of the childminder. Overall, the parental voice is overwhelmingly positive. Many echo the sentiments of each other, saying they would have 'no hesitation in recommending the childminder'. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals and has formed effective links with the local schools and pre-school to ensure children's individual needs are effectively met. Children's records and documentation are well organised and stored appropriately to ensure confidentiality is well maintained.

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

Children are cared for in a welcoming and stimulating environment where they are helped to make good progress in their learning and development. Children are settled and confident and happily seek the attention of both the childminder and her husband. The childminder has developed a good balance between adult interaction and promoting independence by encouraging children to initiate and explore toys and activities for themselves. The playroom provides plenty of opportunities to make choices, as most resources are placed at low-level. The childminders knowledge of each child's personal preferences ensures that their

individual needs and routines are well met. She regularly undertakes observations and makes notes on the children's progress and development. Although the childminder clearly demonstrates that she knows the children well, the information gained from the observations is not sufficiently used to ensure that children make progress in all areas of learning and development. Photographic evidence and samples of children's work is well presented in individual folders and shared with parents on a regular basis.

Children eagerly participate in cold cooking activities. They competently squeeze the tubes of the various coloured icing to decorate their gingerbread man and confidently count the sweets needed for his eyes and buttons. Children enthusiastically involve the childminder and her husband in their play, requesting their help to dress the dolls and aid them when acting out familiar roles such as hairdressers. They enjoy using their imagination when playing in the 'den'. This is often changed according to the children's preferences and they are provided with plenty of opportunities to join in with role play. Children have access to a variety of books to help develop their early literacy skills and are provided with the appropriate resources to enhance their early writing skills. Children access the garden on a regular basis where they use a wide range of sit-and-ride toys, push-along toys, slides, balls and climbing equipment. They also benefit from activities outside the childminder's home. For example, they frequently go for walks around the local community, go on bus and train rides and visit the local museum and toddler group where they are able to socialise with their peers. Children have visited the local allotment where they learn about the natural world, such as growing and planting vegetables and observing them as they grow. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement while managing their behaviour well; this helps build children's self-esteem. Stickers and certificates are offered as a means of reward and children are reminded of clear and simple boundaries. Children are learning to respect each other and have access to a variety of resources that help to provide positive images of diversity including books, dolls and puzzles.

Children are developing a good understanding of how to stay safe. For example, they participate in regular fire drills to ensure they know what to do in the event of an emergency and are reminded of the Green Cross Code when on outings. Through activities and daily routines children become aware of healthy eating and good hygiene practices. They are provided with a variety of hot and cold food and are reminded to wash their hands before eating. Children's individual dietary needs are established on admission and are fully supported by the childminder. Children are well cared for if they have an accident and there are effective procedures in place, which are shared with parents, to protect them from illness and infection.

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: Met

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