

Inspection report for early years provision

Unique reference number	322314
Inspection date	17/01/2011
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 1995. She lives with her husband and two adult children in Mossley Hill, which is a suburb of Liverpool. The whole of the ground floor of the childminder's house is used for childminding purposes, with bathroom facilities on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years. She currently has five children on roll, of whom three are in the early years age range. The childminder walks to local schools and pre-school to take or collect children.

The childminder is a member of the National Childminding Association and the local childminding group. She is supported by the Liverpool Early Years Childcare Coordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is effective at organising her practice to provide children with a warm, welcoming and child-friendly environment for their care, learning and development. Children flourish in her care and are making good progress in their learning. They are sensitively supported by the childminder, who intuitively knows when to extend learning and when to step back and allow children independence in their play. Inclusive practice is positively promoted, with the childminder working in partnership with parents and others involved in children's care. Most policies and procedures are in place and the childminder is enthusiastic about her provision. She has a good capacity to ensure continuous improvement and regularly attends training to further her knowledge and skills.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to clearly state when it was carried out, by whom, date of review and any action taken following a review or incident. (Premises, environment and equipment) (also applies to both parts of the Childcare Register)
- 31/01/2011

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

- develop further short-term planning systems to effectively use identified next steps and plan for children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of the signs and symptoms of possible abuse and has attended safeguarding training. She is aware of the correct procedures to follow in the event of a concern arising. The childminder has developed a detailed safeguarding policy which is shared with parents from the outset to ensure they are aware of her responsibility to protect children from harm and neglect. Risk assessments are in place and the childminder has a good understanding of keeping children safe. She has adapted her home with safety features such as child safety gates. However, current risk assessments do not show all the required information, such as, review dates, which is a breach of regulations. Other documentation that supports children's health and safety, such as accident and medication records, are all maintained effectively.

The childminder has secure partnerships with parents. They receive copies of the key policies and procedures and enjoy feedback about what their children have done each day. Parents have added their very positive comments to the evaluation process by writing references for the childminder. Comments include: 'the activities provided are second to none', 'children go on lots of outings and celebrate cultural festivals', and 'the childminder shows care and compassion to the children'. Questionnaires have also been given to parents to allow them further opportunities to comment on her service. Systems are in place to enable the childminder to liaise with others providing care for the children. This ensures they have a continuous experience and learning is complemented and supported.

The childminder has a clear and realistic awareness of her provision. She strives to provide the best possible care for all children by attending training initiatives and keeping up-to-date with childcare issues and practices, through liaising with other professionals. She has started to use the Ofsted self-evaluation form to consider ways to improve and move her provision forward. She has been successful in highlighting strengths and areas for future development to ensure continuous improvement. Policies are regularly reviewed to ensure they reflect the requirements of the Early Years Foundation Stage.

The childminder has a positive attitude to providing an inclusive service to all children and their families. Resources provide positive images of cultural diversity and disability and children explore festivals through practical activities. Resources are deployed well and children have clear choices in their play. Toys and activities are accessible to the children with support from the childminder and they are in good condition. Children are learning about how to recycle in the childminder's home and also through supporting children less fortunate than themselves in Uganda and Gambia. The childminder makes good use of the outdoor area and the local community to further support children's development.

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

Children enjoy attending the setting and are provided with good opportunities to help them progress across all the areas of learning. Activities are adapted to match children's different interests and stages of development. A good variety of resources are available to the children, enabling them to access toys of their choice to support their own play and learning. Children's learning is extended through the childminder's good questioning techniques and understanding of their differing individual needs. The home is bright and welcoming to the children and their families. Children are confident and secure in their relationships with the childminder and are learning how to form positive relationships with other children through the sensitive support she offers. Children's progress is documented as the childminder completes spontaneous and planned observations. She records information and makes an assessment of each child's development, identifying their next steps. The childminder has started to complete long-term planning to enable her to involve the children in exciting themes and topics. However, she does not currently include all children's identified next steps in her planning to enable her to continuously provide challenge for them. Parents have free access to their children's learning journeys to enable them to be involved in their child's learning and to support this at home.

Children make good progress in all areas of learning because they are offered a wide variety of activities and play opportunities. Children develop their communication and language skills as they sit with the childminder and sing action songs and rhymes. They choose picture cards from a song bag, confidently name the song and happily join in singing with the childminder. Young children show a good knowledge of the words and actions. The childminder also engages the children in conversations as they play. Children enjoy talking about what they are doing and about their home life and family. The childminder cleverly asks open-ended questions and she introduces colours, shapes and counting as the children play to make them think and develop their understanding and knowledge. Children's personal, social and emotional development is fostered by the childminder. Children confidently approach her for cuddles and support if they want to and they show care and concern for her. For example, one child offers to rub her back because it is sore. The childminder encourages the children to take part in everyday activities. For example, children talk about helping to clean the childminder's car, and they use the toy vacuum cleaner to sweep the floor and help her to sweep up some mud from their shoes in the entrance porch with the dustpan and brush. Children's physical development is positively promoted by the childminder. Children develop their small manipulative skills as they use replica tools such as a screwdriver, pliers and a hammer with confidence. Children have a good understanding of what the tools are used for and this is linked into the particular interests of the children. They thoroughly enjoy using a real tape measure to see how long things are, including how tall they are themselves. Outings in the community to the children's centre, parks and a singing and exercise class further promote the children's development. They enjoy taking equipment to the park such as bats and balls and skipping ropes. They also use the large climbing frames and balancing equipment to promote their all round

physical development.

Children are gaining a good understanding of the relevance of good hygiene practices. For example, they talk with the childminder about why they need to wash their hands before eating and they can access liquid soap in the bathroom. Children also develop a good understanding of healthy eating. The childminder provides a varied range of nutritious home cooked meals and snacks, which include fresh fruit and vegetables. The childminder works very flexibly with the parents to ensure children's individual needs are met. She has attended a food hygiene course to ensure she is able to further support children's health. The childminder encourages the children to become independent, while ensuring they learn about keeping themselves safe. Children talk about road safety when out and regularly practice emergency evacuation from the house. Children are developing a good understanding of appropriate behaviour. The childminder continually offers the children praise and reassurance, which raises their self-esteem and confidence. They develop their understanding of how to share, take turns and use toys correctly.

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(Suitability and Safety of Premises and Equipment)(also applies to the voluntary part of the Childcare Register) 31/01/2011

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(Suitability and Safety of Premises and Equipment) 31/01/2011