

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412346
<b>Inspection date</b>	13/12/2010
<b>Inspector</b>	Gillian Sutherland
<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.

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## **Description of the childminding**

The childminder was registered in 2010. She lives in the Anfield area of Liverpool with her mother and two adult daughters. The areas used for childminding are on the ground floor and front garden. Access to the house is via steps. The childminder has a cat.

The childminder is registered to care for a maximum six children under eight years at any one time, of whom no more than three may be in the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder walks or uses public transport to take children to and from school and places of interest. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Children are happy and settle very well in this exceptionally stimulating and welcoming home. They receive an excellent level of care because this highly skilled childminder works exceptionally well with parents to ensure the individual needs of each child are fully met. The childminder's in-depth knowledge and understanding of the Early Years Foundation Stage Framework enables her to provide children with enjoyable, interesting and challenging activities and resources. Consequently children are making excellent progress in their learning and development. The forward thinking childminder has the capacity to improve equality and diversity, in relation to access to the setting.

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

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

- exploring ways of improving access to the setting.

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

Children are extremely well protected in the care of this highly skilled childminder, who has an excellent understanding of the procedures to follow should she have any concerns about a child in her care. Her comprehensive written policies include a safeguarding policy, which fully complies with current guidance and legislation. Each parent is given a portfolio which provides them with excellent information about her childminding service and includes a copy of all her policies and

procedures.

The childminder's home is very secure and extremely child friendly. Children safely play in the exceptionally well-equipped designated areas. Detailed risk assessments for each area accessed by the children are meticulously carried out and recorded, thus ensuring children play safely. Children's safety and well-being is further enhanced as the childminder's stringent procedures regarding the collection of children and visitors to the home are consistently implemented.

Each day children access an extensive range of activities and experiences and the childminder observes, assesses and meticulously records their exceptional progress in their learning. The childminder ensures that her home is an inclusive environment where all children and their parents are welcome. Prior to care commencing, parents complete the required documentation and the childminder is then able to plan appropriate and challenging activities that will meet the individual needs of each child. Monthly observation, planning and review sheets which indicate children's progress and development are completed and shared with parents. Partnership with parents is exemplary and highly effective systems are in place to ensure that parents are involved in their child's learning. The childminder liaises with other settings the children attend to fully complement the learning experiences offered and to share important information about their development.

The childminder has completed a self-evaluation document in which she clearly identifies her strengths and her high aspirations for quality through ongoing improvement, in a clear and achievable plan. The extremely competent childminder ensures that detailed information on the Early Years Foundation Stage Framework is available to parents in her portfolio and in the entrance hall.

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

Children are cared for in an excellent learning environment where they freely access an extremely varied range of good quality play materials, books and resources. The exceptional support and interaction of the childminder enables children to learn effectively through play and all children are given praise and encouragement as they succeed in completing a puzzle or pieces of artwork, thus raising their self esteem.

Children learn about keeping themselves safe both in the childminder's home and when on outings with her. Healthy eating is very well promoted and there is a small garden area at the front of the house which is used by the children to grow their own fruit and vegetables. During the morning, under the watchful eye of the highly skilled childminder, children learn how to safely handle the small kitchen tools as they help to prepare the vegetables for the homemade soup which they later enjoy. Outdoors, children fully understand how wearing a high visibility jacket will ensure they can be easily seen and during the inclement weather children talk about how only the ducks can safely walk on the ice and not children. Indoors, they are encouraged to play and move around the areas of the house safely. Children regularly participate in emergency evacuation procedures thus ensuring

they can quickly and safely implement these procedures in the event of an emergency. The childminder maintains a record of when these drills have been carried out and which children were present.

Children go for lots of walks and outings to various places of interest, including the nearby parks where they can run round more freely in the wider open play spaces or to the local museum to see an interesting exhibition. Outings to places further afield include a local children's theme park and monkey world. Excellent use of the camera and the digital photograph frame enables children to reflect and talk about the places visited. To further develop their physical skills, children access a music and movement session where they are introduced to different instruments and also to a varied range of music which they learn how to move about quite rhythmically to. The daily programme contains many child-initiated activities plus the adult-led ones prepared by the childminder. Activities are usually planned in advance but the childminder is highly responsive to requests from the children for an impromptu activity, for example, playing with the extensive range of dressing-up clothes instead of completing a puzzle or participating in an art activity.

Children enjoy story time and the childminder has a range of different 'story sacks', each containing appropriate resources that not only enhance the telling of the story but also actively involve the children. Children develop an understanding of the needs of others in different ways. The planned activities include the celebration of a variety of cultural festivals and traditions to help children learn about the world around them. Children celebrate each other's birthday as they make cards for each other. The childminder extends their knowledge about other people's needs as children learn to use sign language and eagerly sign and sing a Christmas song. Children's self-esteem builds as the highly skilled childminder praises them for their efforts. The toys and resources in both of the main playrooms are set out to promote freedom of choice and children can freely self-select the toys and resources. There is a designated sensory and wet play area and here children's sensory skills are further developed as they play with sand, water and experience the different textures of natural materials.

## 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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