

## Inspection report for early years provision

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<b>Unique reference number</b>	312980
<b>Inspection date</b>	19/01/2011
<b>Inspector</b>	Lindsay Dobson
<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 has been registered since 1989. She lives with her husband and daughter, who is also a registered childminder and whom she sometimes works with. The family live in the Kirkby area of Knowsley, Liverpool. The whole of the ground floor of the house is used for childminding purposes and there is an enclosed rear 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. There are currently four children on roll, of whom one is in the early years age range.

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

Overall the quality of the provision is good.

Children are provided with good levels of care and make strong progress in their learning and development. The childminder offers a fully inclusive, warm and welcoming service, supporting all children's active participation in activities which meet their individual interests and developmental needs. The childminder works well in partnership with parents to ensure that children's unique needs are met and she has developed effective links with other providers of the Early Years Foundation Stage. She has effective systems in place to evaluate her practice and is committed to continually improving outcomes for children.

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

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

- develop planning systems to include children's identified next steps in learning
- provide parents with regular opportunities to add to children's learning records.

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

The childminder has an accurate, up-to-date understanding of safeguarding children issues. She has attended safeguarding training and provides parents with a detailed written policy. The childminder knows what action to take in the event of a concern arising about a child in her care. She has undertaken appropriate checks to ensure adults in the home are suitable to come into contact with children. All visitors to the setting are required to sign the visitor's book. The childminder takes effective steps to eliminate risks in the home and when taking the children on outings. For example, she routinely conducts thorough risk assessments and records these along with daily check sheets. In addition, the childminder helps children to keep themselves safe by using outings as a valuable

opportunity to introduce road safety. Children know what is expected of them and demonstrate a good understanding of staying safe. This is evident when they help to tidy up some of the toys and practise the emergency evacuation procedure. Good quality interaction and well-organised routines help children to feel secure and settled within the setting.

Children benefit from the very close working relationship between the childminder and their parents. They are provided with good quality information about the provision which enables the childminder to promote continuity of care. Daily information is shared through discussion and parents have opportunities to see their child's learning profile. Although the childminder keeps parents informed about their child's progress verbally, her systems are not yet fully effective to enable parents to contribute to profiles and become fully involved in their child's learning and development. The childminder has established links with other providers, where children attend more than one setting. This enables her to effectively share information and complement learning intentions to ensure continuity.

The childminder demonstrates a genuine enjoyment of her work. She has begun to formally reflect on her practice, using the Ofsted self-evaluation form as the basis for this. The childminder has a clear commitment to her professional development and continues to attend training in order to improve the outcomes for children in her care. She also considers parents' thoughts and suggestions to be important; they are provided with questionnaires to comment on her practice. Parents voice their appreciation through their very positive comments.

The childminder promotes equality by providing a fully inclusive setting and enabling all children to participate in the activities. She is clear about individual children's stages of development and provides well for this. Children develop an understanding of difference through access to a sound range of resources promoting positive images of ethnicity and disability. The childminder's ability to ensure all children are able to participate fully in the planned activities and experiences ensures they are gaining the most from their time at the setting.

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

Children benefit from an affectionate relationship with the childminder, who offers them plenty of praise, encouragement and support. She ensures that a wide range of activities and resources are available for children to choose from. She also provides adult-led activities, such as, an outing to feed the animals at the farm. She encourages children to develop independent skills, such as, taking off their own coats and shoes. The childminder teaches them to use good manners and to share and take turns. Positive behaviour is rewarded through a good use of achievement certificates. Children display pride in their achievements as they put their pictures on the wall. They are eager to explore and learn and are developing good communication skills as the childminder introduces new vocabulary and chats to them during their play. They are encouraged to solve problems as they play, for example, working out how the magnets stick the cars together. The childminder

and children talk about the magnets sticking and pushing the cars.

The childminder continues to develop the systems she uses to observe and assess the children's development. She is using photographs to support the written observations she completes, linking these to the areas of learning and identifying children's possible next steps. Although the profiles are forming an exciting record of how the children are developing in the childminder's care, she is not consistently using identified next steps to link into planning and promote continuous challenge in all areas. The childminder is very good at supporting the children's own interests, for example, children are currently interested in dinosaurs. The childminder, with the help of the children, has set up a dinosaur corner in her living room. Children have drawn pictures which are displayed on the wall. They have used small-world dinosaurs and cushions on the floor and have gathered story books about dinosaurs. They have also added large dinosaur dressing up costumes to finish their interest corner off.

The childminder successfully uses books to support the children's learning. They enjoy looking at books and reading and listening to favourite stories with the childminder. Children eagerly join in with favourite text and laugh along with the childminder as she reads a story about an unusual toe.

Children learn about healthy lifestyles as the childminder talks to them about how to get rid of germs and reminds them to cover their mouths when they cough or sneeze. Children's personal hygiene is routinely promoted as they wash their hands before meals and after toileting and brush their teeth after eating. They have healthy snacks of fresh fruit and the childminder provides home cooked main meals for the children. They get regular exercise as they walk to school, visit the local park, dance to music and access a good range of resources in the childminder's garden.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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