

Inspection report for early years provision

Unique reference number	306168
Inspection date	26/01/2011
Inspector	Jean Thomas

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 was registered in 1996. She lives with her husband and two children aged seven and over 16 years in Heswall, Wirral. The childminder is registered to work with an assistant. The whole ground floor of the house is used for childminding. The toilet and sleeping facilities are situated on the first floor level. There is a fully enclosed garden for outside play. The childminder is able to take and collect children from local schools and pre-schools.

When working alone the childminder is registered to care for a maximum of five children, of whom, no more than three may be in the early years age group at any one time. A maximum of ten children can be minded at any one time when working with an assistant, of whom, no more than six may be in the early years age group at any one time. There are currently three children attending who are within the Early Years Foundation Stage, of whom all attend on a part-time basis. The childminder offers care to children aged over five years. She is registered on the compulsory part and voluntary part of the Childcare Register. She accesses Local Authority support and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the Early Years Foundation Stage and its underlying principles to effectively support children's good progress towards the early learning goals. The childminder provides a welcoming and enabling environment where children's uniqueness is respected. She has developed effective systems to work in partnership with parents to meet children's individual needs. The childminder is committed to the continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- develop systems for parents to contribute to the observation, assessment and planning process to extend the partnership in their child's learning and development
- monitor the planning to ensure it supports children's individual progress across the six areas of learning towards the early learning goals
- review the self-evaluation targets to ensure they are current and effectively promote continuous improvement of the provision.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibility to safeguard children. Her knowledge of the procedures to follow to protect children from harm is reflected in

the written safeguarding policy. Children's safety is a priority for the childminder. She has detailed risk assessments in place for the setting and outings, she uses safety equipment to isolate potential hazards and maintains a high level of supervision. The childminder ensures her assistant is fully competent in their knowledge and understanding of all the policies and procedures to provide quality care to the children.

The childminder strives to continually improve the quality of her service. She uses self-evaluation systems. However, these have not been reviewed to identify the current strengths and target areas for improvement. The childminder has successfully met the recommendations from the last inspection to improve children's safety. This was achieved through carrying out minor safety work at the setting and improving the safeguarding policy. The childminder has attended training and uses internet sites to keep her well informed of good childcare practice.

The childminder promotes equality of opportunity. She ensures all children have equal access to the range of play materials. The childminder has given consideration to the layout of the play equipment to help challenge any stereotypical views children may have adopted regarding gender roles. The childminder has play materials which reflect positive images of the diversity of society. She uses these resources alongside discussion and planned activities to help to nurture children's positive attitude towards people who are different to themselves. The childminder respects children's individuality which contributes to developing their self-esteem and self-confidence. She plans for the children's individual learning to support them in achieving their full potential.

The childminder establishes effective partnerships with parents. They work together to meet children's individual needs. The parents comment that the continuity in the childminder's technique and their own to support the children's learning has a positive impact on their progress. The children's learning journals and observations are shared with parents. However, parents are not contributing to the record of observation, assessment and planning to further enhance the partnership in their child's learning and development. Transitional books are used to exchange information when children are delivered the Early Years Foundation Stage at other settings to promote continuity and progression.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. This provides a firm foundation for the children's learning. The childminder establishes the starting points for each child as she gathers information from parents when children start to inform her initial planning. The children's individual journals consist of photographs, samples of their work, a record of observations and the planned next steps. However, it is less clear that the planning is monitored to ensure children's progress towards the early learning goals across the six areas of learning.

The childminder follows the interest of the children. Consequently, they show deepening levels of concentration as they pursue activities which sustain their interest. The children freely access their choice of play materials. The young children are making connections with their observations and experiences of the world around them as they creatively use small world play resources to re-enact different scenarios. As their play idea develops they confidently move around the room which offers clear space to play in comfort. Communication and language skills are promoted by the childminder through the asking of questions, responding to children's communication, story reading and singing rhymes. Children incorporate the play computer into their activity. They use the keyboard and mouse control showing their understanding of how it operates and its purpose. Knowing the children's play preferences the childminder introduces other resources into their chosen activity to extend their learning. For example, mark making materials are made accessible both indoors and outside to encourage children to use and develop their interest in writing.

The childminder values outdoor learning and responds to the children's request to play outside. She provides a varied range of materials outside including a well-resourced play house. The children use their creativity and problem solving skills as they gather soil, leaves and grass to represent the foods they are cooking in role play. Overall children have good opportunities to develop skills in communicating, literacy, numeracy and information and communication technology, which has a positive impact on their future economic wellbeing.

A healthy lifestyle is activity promoted. Good hygiene procedures are followed by the children to help them learn about the importance of personal hygiene. The childminder implements procedures to help prevent the spread of infection. These include the use of disposable towels and the sick child policy. A nutritionally balanced diet is provided and individual dietary needs are catered for. The childminder is a positive role model for children's behaviour. She shows them respect and listens to what they say. Visits to group activities, such as toddler group, provide further opportunities for the children to socialise and learn to play cooperatively.

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