

Inspection report for early years provision

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Inspection date	26/01/2011
Inspector	Diane Ashplant
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 2007. She lives with her partner and teenage daughter in Woolton, a suburb of Liverpool. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and there are currently six children on roll of whom five are in the early years age range. The childminder walks or transports children to local schools and places of interest and attends several different early years groups. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds an appropriate early years qualification and is a member of the National Childminding Association. The family has a dog and a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well-occupied in this welcoming family home where their welfare, learning and development are very well supported. The childminder ensures she gets to know children well as she values their individuality and offers an inclusive environment. She shows a good commitment to continuous improvement through training and is beginning to use systems to evaluate the effectiveness of her provision. All documentation is well maintained to support the safe and efficient management of the setting. The childminder has established a strong partnership with parents in most areas and has good links with others to support outcomes for children.

What steps need to be taken to improve provision further?

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

- review the risk assessment with regard to the temperature of the radiators
- consider further ways of maintaining a regular two-way flow of information with parents.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of her role and responsibilities to protect children from possible harm or neglect and how to pass on concerns appropriately. She has attended recent training in this area to heighten her awareness and has a comprehensive policy which she shares with parents. The childminder is fully aware of the need to keep children safe and has clear procedures, such as, safe collection and regular fire drills to support this. Her

systems for risk assessment are detailed, checked daily and regularly reviewed to include changes such as building work on the ground floor. However, the hot temperature of the radiators means children's welfare is not fully protected. The childminder is fully aware that adults around children must either be appropriately checked or fully supervised. The childminder shows a very good commitment to continuous improvement through training and since the last inspection has completed a range of courses including her Level 3 National Vocational Qualification. She continually reflects on her practice and uses, for example, the regular visits of her network co-coordinator to do so. She has started to put in place other systems, for example, seeking the views of parents through new questionnaires.

The childminder provides a welcoming environment where space and resources are very well deployed so that children move comfortably around as they engage in different play opportunities. She uses the outdoor area and a variety of different groups and other local amenities such as the park and the library to provide children with other varied social and play experiences. The childminder is always observant of the children she cares for and is aware of the need to liaise closely with parents and other professionals as appropriate to support children with more specific needs.

Partnerships with parents work well and initial information about the children is gained effectively through the use of a detailed 'all about me' form. Information is shared daily through discussion and displays around the room and parents have a full set of policies which they read and sign for. However, opportunities for parents to be effectively involved in their children's learning and development are not always fully utilised. The childminder has established very good links with the local childminding network and the development team. She takes children to several different early years groups in the area to further support outcomes for children.

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

Children thrive in this stimulating family environment where their learning and development is very well supported. They benefit from healthy snacks and a nutritious menu and know that such food makes them fit and helps them to run around. They have free access to drinks including fresh water at all times which keeps them well hydrated and they have lots of opportunities for play in the fresh air as they walk daily in the local area or visit parks. There is a spacious garden for outdoor activities to develop growing limbs and coordination skills and it is also where children learn to develop a wonder of nature as they plant and watch seeds grow and help harvest the produce, such as, potatoes later. Children carry out regular routines to promote their health and are enthusiastic hand washers as they know why they need to get rid of germs. Children are very aware of keeping themselves safe as they walk outside or play in the park. They carry out safe routines in the house, such as, coming downstairs on their bottoms and know not to go over the line in the kitchen. Regular reminders from the childminder ensure they are aware of the green cross code to keep them safe when out and know to be alert to any strangers. Children receive lots of enthusiastic support and

encouragement as they play, which fosters their confidence to try out new things and develops their self-esteem. They play confidently and happily on their own or with their companions and are learning to respect each other, to take turns and to share.

Children move freely between a well-resourced playroom, the kitchen for messy play activities and the lounge where they can relax and choose from a wide range of books. Their progress is very well supported by a childminder who instinctively knows how to extend and develop their growing interest and curiosity through questions, prompts and planning around their individual interests. Therefore children engage well and show a real excitement and enthusiasm in the activities they choose. They enjoy a wide variety of activities to develop their creativity, such as, making shakers with rice and feathers. They work harmoniously together as they draw around their bodies and colour them in, identifying the different body parts and colours as they do so. They have great fun making hand prints and painting each others' feet to add to their drawings, giggling as their toes are tickled and describing how it feels and then counting how many fingers and toes there are. Children show a real love of books and favourite stories, excitedly recounting the tale of the Wizard of Oz and then dressing up as the fairies to frighten away the wicked witch with homemade magic wands that are quickly made. They then recollect their trips to the park to find fairy hats (acorns). Another favourite place for relaxing and reading books is on the cushions in the wooden gazebo in the garden as the childminder fully supports the many and various benefits of outdoor learning. Children are becoming confident talkers as they engage in lots of conversation throughout the day, sharing events from home. Children are developing their problem solving skills as they find the different pieces of the puzzle or match numbers and colours in a game of dominoes. They learn to value diversity and understand the wider world as they use toys and engage in activities around different cultures.

The childminder knows the children's preferences and abilities very well through her own observations and information gained from parents. She keeps her own diary of the children's day and routines where she notes their progress. She records both spontaneous moments and more detailed observations along with photos for their development folder; these are then linked to the areas of learning to identify their progress and plan for their next steps. The childminder offers children an ideal balance between self-initiated play and more adult involvement, supporting and extending their enthusiasm and curiosity throughout the daily routine. Therefore children are making excellent progress in an environment where learning is appropriate to each individual, varied, stimulating and also great fun.

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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