

Inspection report for early years provision

Unique reference number	EY346556
Inspection date	25/01/2011
Inspector	Lesley Sharples

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 has been registered since August 2007. She lives with her husband in Wavertree, Liverpool. Their home is close to open spaces, children's groups, schools, library and a children's centre. The whole of the ground floor, together with the bathroom upstairs, is used for childminding. There is an enclosed garden to the rear of the home.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register, to care for a total of six children at any one time. The childminder is also able to look after two children under one year. Currently there are seven children attending, of whom four are within the Early Years Foundation Stage age range. The childminder also offers care for older children over five years.

The childminder is qualified to National Vocational Qualification Level 3 in Children's Care Learning and Development. She is a member of the National Childminding Association and is also part of the Picton Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. They fully benefit from the childminder's increasing knowledge and experience and continuous improvements in the setting and her practice. There is an exception however, relating to not having current first aid training. There are very positive and effective relationships with parents and partnership working with others is developing. Documentation for the safe and efficient management of children's safety and well-being is organised and reviewed.

What steps need to be taken to improve provision further?

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

- ensure paediatric first aid training is current (Safeguarding and promoting children's welfare). 07/02/2011

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

- increase partnerships with other settings delivering the Early Years Foundation Stage where minded children also attend
- further develop systems for assessing children's progress and their next steps in learning so that specific aspects of development are identified, in line with the Practice Guidance of the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder clearly understands her role and responsibilities for recording and reporting any child protection concerns in line with local safeguarding procedures. She recently completed a year long course with Barnados, gaining a level 3 qualification in safeguarding. Stringent risk assessments are carried out to ensure children are kept safe and secure both on and off the premises, so that hazards to children are minimised. Policies, procedures and documentation are maintained and organised to meet requirements. The childminder has not updated her first aid training and this compromises children's safety and welfare. It is a specific legal requirement to hold current training, and the childminder has now booked a place on a forthcoming course.

The childminder has established positive relationships with parents who speak highly of her practice and their children's achievements. Information is shared with them including policies and procedures and daily verbal exchanges keep parents up-to-date. Parents are invited to contribute to their children's learning journey and the childminder completes a review form summarising each month. Partnerships with others delivering the Early Years Foundation Stage is developing as the childminder has systems ready to further the exchange of information and is aware of the need to ensure it is individual to the child.

The childminder's continuous improvement significantly enhances her practice. Changes to the environment are both in hand and planned for. For example, toilet facilities are being fitted downstairs to promote independence in self-care and a grant has been awarded for major improvements to the outdoor area. The childminder improves her knowledge and skills through attendance on many courses and has gained a level 3 qualification since registration. All recommendations made at the last inspection have been implemented and as a result, the practice has improved. The deployment of resources fully meets children's needs. Furniture, equipment and resources are suitable, plentiful and the environment ensures children feel included.

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

Children are happy in the care of the childminder and enjoy the wide ranging learning opportunities offered to them. Their learning environment is vibrant and enabling and artwork is valued as it is displayed or retained for parents. It successfully promotes continuous provision in all six areas of learning. The childminder's home is extremely well organised so that children make personal choices in what they want to do. The childminder offers children a print-rich environment with additional posters of numbers and shapes to give children some reference. There is a beneficial balance of adult-led and child-initiated play. The childminder gives children opportunities to develop their own interests and offers support only when required, for example helping with a complex jigsaw.

Children's progress is evidenced within their learning journeys and reflects the wide ranging learning opportunities offered. The childminder ably uses observation, assessment and planning for next steps. The current format used leads to general comments for each area of learning as opposed to focussing on an aspect of development. The childminder is keen to improve on this as well as ensuring gaps in learning are identified. The use of many annotated photographs and examples of children's work illustrate the written word and provide interesting reading for parents.

The childminder promotes children's social and economic well-being as they use early technology with games on a laptop and have other simple programmable toys with buttons, levers and lights. Children's welfare needs are recognised and met well by the childminder. They are learning about a healthy lifestyle through reminders and enjoy nutritionally balanced home cooking and snacks of fresh produce. Children feel safe because of the strong attachments with the childminder and her use of books to talk about looking after themselves, for example, 'Your body belongs to you' and 'Stranger danger' for older children. Children learn to cross roads safely and wear fluorescent jackets to be seen. Children receive an abundance of praise and encouragement for their efforts and achievements. They are fully involved in designing the house rules with pictures and contribute to the childminder's code of 'Together we can achieve anything' with six positive statements. This contributes to children feeling valued and they develop confidence and self-esteem, laying firm foundations for the future.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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