

## Inspection report for early years provision

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<b>Unique reference number</b>	EY251043
<b>Inspection date</b>	11/01/2011
<b>Inspector</b>	Carys Millican
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2003. She lives in the Wavertree area in Liverpool. Children have access to all of the rooms on the ground floor and the rear bedroom and bathroom on the first floor. There is an enclosed patio area available for outdoor play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time, no more than three of whom may be in the early years age range. The childminder is registered to provide overnight care for one child aged under eight years. There are currently five children on roll, of whom three are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are schools, shops, and pre-school groups close by. The childminder has the use of a car to transport children on outings and on school runs.

The childminder holds an early years qualification. She is an accredited childminder who provides funded nursery education for three- and four-year-old children. The childminder is a member of the National Childminding Association and Picton Childminding Network.

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

Overall the quality of the provision is good.

The childminder is a highly qualified, dedicated, considerate practitioner who gives her undivided attention to the children in her care to ensure their individual needs are well met. She has a positive, caring and motivated approach to looking after children and supporting families in an inclusive, safe and secure environment. The childminder provides a range of activities which cover all areas of learning, which helps children to make steady progress in their learning and development. Positive partnerships are established with parents to ensure continuity of care. The childminder shows a real commitment to improving outcomes for children in her care by reflecting and evaluating her practice and provision.

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

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

- provide opportunities for parents to be involved in their children's continuous learning and development and provide information on how they can help with their children's learning at home
- review planning to ensure it is sufficiently flexible to adapt to changing circumstances and to incorporate children's emerging interests.

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

Children are happy and contented, therefore, they settle easily in this home-from-home environment. They feel safe and secure through the close supervision of the childminder as they follow their regular routine. The childminder has a good understanding of her role and responsibilities in child protection matters and she is fully aware of her responsibility to safeguard children. Record keeping systems are in place to detail any accident, incident or existing injury, or the administering of medication to the children in her care. Children develop a good understanding of safety and how to keep themselves safe through the consistent health and safety practices promoted by the childminder. Children learn to climb up and down stairs safely and they regularly practise the fire evacuation procedure so they are aware of what to do in an emergency.

The childminder has collated a detailed set of written policies and procedures. She has a written safeguarding policy and a complaints policy which are made available for parents. Children are kept safe and secure. They are protected from potential hazards through detailed risk assessment and daily safety checks completed by the childminder. These are in place for all areas children access on the premises and for individual outings undertaken by the children. The childminder enables children to make choices and decisions in their play. She provides a sufficient range of toys and play activities that contribute to their individual development and learning.

Children are familiar with their surroundings and their daily routine is followed, therefore, they are happy, relaxed and contented. The childminder positively engages with parents on arrival and collection. She shares a wealth of information with parents each day. Daily diaries provide parents with a detailed account of children's individual care and welfare needs completed during the day and their routine and play activities. Children benefit from this positive approach with parents who have a high regard for the service the childminder provides. They state how happy they are and how the childminder provides a caring and flexible service for them. Initial meetings with parents ensure that the business arrangements and the individual care requirements for each child are discussed to ensure continuity of care. All the required parental consents are obtained. The childminder has a proactive approach in helping parents with children who may require additional help and support from other professionals. Although children do not attend any other settings, the childminder is aware of the importance of making links with such provisions so that she complements the learning taking place.

The childminder is a highly qualified practitioner who attends a number of courses and training sessions. She is an accredited childminder and a member of a childminding network where she is able to share her valuable experience with others. The childminder is dedicated and committed to making improvements in her practice by evaluating the service she provides. Questionnaires are completed by parents and children who contribute to this evaluation process. The previous recommendations raised at her last inspection have been completed and she is

fully aware of her strengths and areas of development. She has a clear vision for future developments, for example, developing a sensory room in her home.

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

Children enjoy themselves and have fun in this warm and welcoming environment. They help themselves age appropriate to resources that are set out by the childminder to meet their interests. The childminder has an excellent understanding of the Early Years Foundation Stage and effectively promotes active learning. She ensures a reasonable balance of adult-led and child-initiated activities are provided. However, there is nothing indicated in the planning to show that children take the lead or how the childminder uses their interests to provide resources and activities. Children are making steady progress in their development. The childminder gathers vital information about children's starting points from parents and completes simple observations and assessments to determine how well children are progressing. The next steps in children's learning are identified to inform future practice and progress is linked to the Early Years Foundation Stage guidance. The childminder has established record keeping folders for each child which contain children's assessment records, photographs and examples of children's work. These are available for parents. However, parents do not add comments to these documents or to the children's daily diaries and information on how parent's can continue to help with their children's learning at home is not provided.

The childminder skilfully extends children's language and communication skills as they play. She has developed a close bond with the children in her care. They are well behaved and confident to ask for alternative toys and activities. Children enjoy playing with the wooden play kitchen. They play with the play food and kitchen utensils, matching and sorting, counting and comparing. Children enjoy looking at books and playing matching games. They develop skills using scissors and mark making materials in creative activities. There are play opportunities, resources, books and creative activities provided that help children learn about the difference and diversity of the world around them. Children thrive on the childminder's positive behaviour management strategies, encouragement and praise.

Children learn about essential health and hygiene practices. They understand why they should wash their hands after toileting themselves and how hand washing is important before eating their snack. Children are provided with a healthy, nutritious fruit snack and freshly prepared meal at lunchtime. Children enjoy cooking activities and explain how they made delicious barley soup for lunch. The childminder ensures fresh drinking water is readily available. Resources and equipment are sturdy and safe, clean and well maintained. The childminder explains how she ensures children get plenty of fresh air and exercise. They go for walks to the local shops and attend a number of playgroups. The children also mix with other children at a local childminder drop in close by. Children play in the rear paved area outside where they can explore the natural environment in safety. They are gently reminded how to keep themselves safe both indoors and outside.

For example, they regularly take part in the fire evacuation procedure and follow the 'Green Cross Code' when crossing the road.

## 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

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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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