

Inspection report for early years provision

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| Unique reference number | 962031 |
| Inspection date | 21/01/2011 |
| Inspector | Diane Turner |
| 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 2001. She lives with her husband and adult son in a terraced house in the Old Swan area of Liverpool. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on the first floor level. There is an enclosed area for outdoor play to the rear of the premises. A dog is kept at the home.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for six children under eight years at any one time, three of whom may be within the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. There are currently six children on roll, three of whom are within the early years age group. Their attendance is a mix of full and part-time places.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in warm and welcoming home where they clearly feel part of the family. Good attention is paid to meeting the children's individual care and learning needs and they enjoy a varied and interesting range of activities. Systems are in place to monitor and assess the progress the children make towards the Early Learning Goals but these are not fully developed. Partnerships with all parents are very positive, ensuring good communication and an effective shared approach to the children's care and learning. Effective systems are in place to monitor the service and accurately target areas for development; thereby ensuring continuous improvement is promoted.

What steps need to be taken to improve provision further?

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

- develop further the system for assessing children's progress.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities to protect and safeguard children. She is able to confidently recognise the possible indicators of abuse and knows who to refer any concerns to. Tried and tested systems are in place to ensure the safe collection of children and parents are kept fully informed of any accidents their child may sustain whilst in the care of the childminder. This includes additional information if the child sustains a bump to the head. All areas of the childminder's home are maintained to a good standard of safety, which

enables the children to move freely between the rooms. All documentation is maintained to a good standard.

Children have access to a good range of resources, which they choose from freely. The provision of child-height furniture ensures they can reach activities, such as mark making, comfortably. Examples of the children's work are displayed, which shows the childminder values the children's efforts. The childminder understands fully the value of self-evaluation in monitoring her service. For example, she has started to complete the Ofsted self-evaluation form which she uses alongside support visits from the local authority to accurately assess her strengths and areas for development. She confidently discusses the improvements she has made since her last inspection, such as obtaining additional parental permission for outings, and the various training courses she has attended to improve her practice. She has clearly identified areas she wants to improve in the future, such as, increasing her range of resources that reflect positive images of diversity.

The childminder promotes equality and diversity very successfully. By gathering detailed information from parents she knows how each child's individual care needs can be met and what their interests and dislikes are. The childminder actively encourages the children to value the diverse society in which they live. For example, through visits to various local activity groups and celebrating festivals from around the world the children have valuable opportunities to make friendships and to learn about the cultures and beliefs of others. The childminder fully understands the value of working in partnership with providers of any other settings the children may also attend, to ensure a shared approach to their care and learning. She knows, for example, that children may use different learning styles in other environments.

The childminder fosters and maintains good relationships with all the parents. She provides them with copies of all her policies and procedures to ensure they are fully informed of all aspects of the service, including what is expected of them when their child is ill. A detailed daily record sheet is kept of each child's care routines and the activities they have been involved in and the childminder provides information about activities she feels parents may be interested in. For example, those offered at the local children's centre.

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

The childminder has a good understanding of how children learn and develop. She provides a good range of activities that cover all areas of learning and skilfully interacts with the children as they play. For example, she shows the younger ones different ways to use bricks as they build with them. The childminder keeps records of the children's progress; however, she does not make regular summative assessments to ensure they are progressing well in all aspects and that there are no gaps in their learning. The children clearly feel very safe in the childminder's care. For example, they cuddle into her as she sensitively gives them time to adjust on waking from their nap. They enjoy the closeness this provides and happily return to their play when they feel ready. The children relate well to other members of

the childminder's family and they are very happy and settled in their environment.

The childminder is very effective in supporting children's personal, social and emotional development. For example, she actively encourages them to use good manners and enables them to make independent choices from the toys and resources. The children behave well as they know what is expected of them within the home. For example, from a young age, they are encouraged to help tidy away the toys after use and they receive lots of praise for their efforts. The children have high levels of self-esteem and this is particularly evident as the youngest ones spontaneously clap their hands to acknowledge their achievements. The children clearly demonstrate that they enjoy their learning. They carefully make towers as they use the bricks, laughing with delight as they knock these down and showing sustained concentration as they build them up again. The children thoroughly enjoy making marks with crayons and have many valuable opportunities to foster their learning in the local environment. For example, they help to find items the childminder needs when they visit the shops and they enjoy outings to the local zoo and various parks where they learn about nature and feed the ducks.

The childminder supports the children very successfully in learning to follow a healthy lifestyle. She ensures they have access to fresh air and exercise daily, either in the outdoor area or through visits to the local parks where they access large play equipment, such as swings and slides. The childminder follows highly effective hygiene practices during everyday routines, such as nappy changing. For example, she ensures each child has their own changing mat to prevent cross-infection. The children are actively encouraged to learn about keeping themselves safe. For example, even the youngest children know they need to use the hand sanitizer after stroking the dog. The childminder ensures the children learn about crossing the road safely when out in the community and visits to the local fire station help them to learn about fire safety in a very interesting manner.

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

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| 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

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| 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

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| 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

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| 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

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| 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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