

## Inspection report for early years provision

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<b>Unique reference number</b>	313061
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	Frank William Kelly
<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.

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## **Description of the childminding**

The childminder has been registered since 2000. She lives with her husband and two children aged 15 and 12-years-old in Whiston in Merseyside. The whole of the ground floor and a bathroom on the first floor is registered to be used for care of the children. There is an enclosed area for children's outdoor play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children under eight years at any one time; of these three may be in the early years age range. She is currently caring for 10 children; of these five are in the early years age range. The childminder is also registered by Ofsted on the voluntary part of the Childcare Register to care for children aged over eight to 11 years.

The childminder holds a recognised National Vocational Qualification at Level 3 and is a member of the Whiston and Prescott Childminding Network. She takes the children out regularly to join in local child-centred activities and visit places of interest.

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

Overall the quality of the provision is good.

The children's well-being and safety are given the highest priority by the childminder. She engages parents fully through excellent information sharing and there is close partnership working with other settings. Activity planning systems and attentive interactions from the childminder mean that children's unique needs are being met extremely well. They are making good progress towards the early learning goals. The childminder is keen to improve the quality of the provision offered; she has begun to develop a formal system for self-evaluation and has identified well chosen areas for future development.

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

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

- develop further the self-evaluation process so that the monitoring and reviewing of provision establishes clear targets and priorities for improvement that will continue to build on the outcomes for children
- extend further the opportunities for children to mark-make and use a wider range of technology during their free play. Consider how children can do things in different ways and on different scales when outdoors.

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

The childminder places an extremely strong emphasis on protecting children and ensuring their safety. She has a comprehensive knowledge of safeguarding issues and of her role and responsibilities with regards reporting any concerns she should have about a child. Adults within the home have been fully vetted and she takes a proactive role in practically protecting children. Risk assessment is rigorous and outings are very well organised and fully reflect the guidance documents.

Her home is very tidy and well organised, with appropriate safety equipment in place. She is well informed about the procedures for sleeping infant death syndrome and any aspects of children's care she is less confident with are addressed by seeking information. For example, obtaining guidance about the appropriate types and fitting of car seats. Her simple house rules are well understood by the young children, for instance, they do not enter the kitchen unless accompanied. Impromptu discussions during children's play, is reinforcing the children's understanding of keeping themselves safe. For example, as children 'make soup' during role play the childminder talks to the children about taking care as the 'soup is hot'. Later during lunch she re-visits the earlier discussion as children eat their soup.

The childminder's attitude to continually improving outcomes for children is good. She has fully addressed the recommendations from her last inspection as children now freely access water at any time and equipment and resources, such as, scissors are more appropriately stored. She has begun to prepare a self-evaluation document and demonstrates an ability to reflect and identify appropriate action to improve, for example, by attending training. She acknowledges that her systems for self-evaluation may benefit from being further formalised, so as to act as a record of progression and assist with future review.

Her home is very welcoming and the range of equipment available to the children is extensive, of a good quality and well cared for. The childminder has identified that her outdoor provision could be further extended to provide children with opportunities to do things on a bigger scale. She has obtained funding to extend this in the future. Within the home toys, small world figures, posters and other resources contribute to the inclusive feel to the home. These and activities linked to special events, such as, Chinese New Year provide the children with opportunities to talk about their own cultures and beliefs and learn about those of other people.

Parents are valued and are kept well informed about their child's care and learning through verbal and written feedback. They receive copies of all policies and procedures as well as general information about the setting. In addition, regulatory information, pictorial displays and information about the current activity planning are presented in the main playroom. Parents are asked for information about their child at the beginning of the partnership and invited to contribute to the children's learning diaries and their ongoing assessment. In addition, good information is shared with other settings, such as, schools that provide shared care. The

childminder has a good understanding of the steps to take regarding partnership working should any child have a special educational need.

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

Children are extremely happy and settled within the childminder's care, demonstrating an excellent sense of well-being. This is partly due to the childminder's superb forward planning and sharing of information with the children. When unfamiliar adults arrive at the home, the childminder introduces the visitor to the children; reminding them that they had previously discussed a possible visitor that day. However, the most significant factor in children's sense of community and belonging is the warm and interested interactions that take place between the children and all the adults in the home. Consequently, children confidently ask for favourite toys, tell the childminder where they are going, and confidently include the childminder's husband in their play; as they 'serve him soup'. They enjoy stories about the blue train, during which children are introduced to the dangers of going onto a railway track. Their health and healthy lifestyles are promoted as the childminder implements positive hygiene practices, such as, cleaning the table. The children willingly imitate her actions and join in the cleaning process. Reminders and rigidly followed hygiene routines including the wiping and washing of hands are complemented by gentle reminders about flushing the toilet. The childminder ensures fruit and vegetables are included in the children's daily diet to help develop their understanding and enjoyment of healthy food options. Therefore, very young children are gaining an excellent awareness of a healthy lifestyle.

The children's learning and development is well planned and monitored. Monthly themes and activities linked to each area of learning are undertaken with the children. Separate observations are conducted and specific activities for each child are incorporated into the daily routines. This planning is further complemented by the rich and vibrant learning environment within which the children spend much of their time. They have access to and play with role play equipment, books, construction materials, play people and some early technology toys, such as, the interactive bus. They enjoy good adult support as they explore the fabric alphabet hanger. The childminder reinforces the sounds of each letter and encourages the children to try new and familiar words, such as, 'queen' and 'bee'. She encourages the extension of sentences by adding words such as 'buzzy'. The children enjoy saying 'buzzy bee, buzzy buzzy bee'. However, although there are some adult-led activities that focus on mark making there is less spontaneous opportunities within the current organisation of the home. Regular trips out to places of interest, such as, the library, local parks and activity farms further extend the children's experiences and provide chances to be physically active. When out the childminder counts with the children, such as, when they climb the steps at the school.

Praise and positive role modelling by the childminder ensures children's behaviour is good and they learn to respect one another. Children happily tidy away their toys from the table as the childminder promises they can return to them once they have finished their snack. When a dispute about a spare cardigan occurs the

childminder gently talks to the children about the cardigan belonging to the childminder and it being for everyone to use. She draws attention to the fact that one child has her own cardigan and that her friend may be cold. This is helping children gain a sense of each others needs and is expertly managed. Activities and fund raising, such as, making up shoe boxes for Christmas appeals is helping to further foster the children's early citizenship. These social skills, the increasing independence children gain and adult-led activities, such as, den making and discussing why the snow melts are promoting children's problem solving and reasoning skills. Thus children are developing good skills for their future development in this lively and enabling environment.

## 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	1
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	1

### 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

<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	1
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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