

Inspection report for early years provision

Unique reference number	EY409286
Inspection date	22/02/2011
Inspector	Sue Birkenhead
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2010. She lives with her husband and two children aged nine and four years. The family live in the Woolton area of Liverpool close to local facilities, schools and transport links. The whole of the ground floor and bathroom on the first floor are used for childminding purposes. Family pets include a Budgerigar.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of five children under the age of eight years at any one time of whom two may be in the early years age group. She is currently minding four children all on a part-time basis of whom three are within the early years age group. 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.

The childminder has a secure knowledge of the Early Years Foundation Stage welfare, learning and development requirements and is well organised in her approach to record keeping. Consequently, the children's individual needs are successfully met and they make good progress towards the early learning goals. She provides a warm, caring approach to the children's care within a welcoming, inclusive environment. The effective partnerships that develop with parents and other settings children attend mean they play an inclusive role in their care and learning. The childminder demonstrates a positive commitment to continuous improvement and recognises the importance of self-evaluation, which is being developed.

What steps need to be taken to improve provision further?

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

- improve systems for linking the children's next steps in learning with the planning of activities to further monitor the good progress they make
- extend procedures for self-evaluation taking into account parents views.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her responsibility to protect children. The signs of abuse and the procedures for reporting concerns are clearly outlined in the detailed written policy, which is shared with parents. The childminder's very vigilant approach to safety means that risks to children are effectively minimised. She uses necessary safety equipment, completes

comprehensive risk assessments of her home, outings, and risks associated with fire. In addition she records visitors to the setting and documents checks she makes on sleeping children. Consequently, children are clearly safeguarded. The childminder organises her records extremely well to respect confidentiality and accurately record information. She demonstrates a positive commitment to the continuous development of her service by embracing a good level of additional training. The local authority evidence file is used to outline how she meets all the Early Years Foundation Stage requirements, which contributes to the procedures for self-evaluation and plans to promote improvements. For example, she recognises that the introduction of parent's questionnaires would contribute to her procedures for reflective practice.

The positive initiatives in place promote good relationships with parents to ensure they are included in aspects of the children's care and learning. Consequently, parents share a good account of the children's developmental starting points on entry to the setting. They have regular access to children's developmental files, and contribute to the summary of their developmental progress termly. The written daily exchange of information parents receive makes them aware of their child's well-being and activities, therefore providing an effective two way flow of information. Parents read and sign against the many detailed written policies which include information about missing, uncollected children and complaints, therefore making them aware of the childminder's effective practices. Positive procedures followed and clearly documented outline the active part parents play in the initial settling in period. This aids the smooth transition from home to the childminder's care and as a result children settle well. Parents contribute to the inspection through a written reference. They describe the childminder as very reliable who offers a warm, happy and calm environment providing the right mix of care and play where children are happy to go. The childminder develops positive links with other providers of the Early Years Foundation Stage that children attend. For example, they exchange information regarding termly themes the school follows to provide complementary activities to enhance children's learning and enjoyment. For example, as the children learn about Super Heroes the childminder arranges for them to dress up in associated costumes to take on the role.

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

The children are happy and secure within the childminder's care. The good displays include various posters, children's art and photographs, which contribute to the welcoming, inclusive environment where their sense of belonging is promoted well. The positive deployment of resources within the designated playroom results in young children showing a clear interest in learning by exploring and making decisions about their play which promotes independence from a young age. The childminder interacts positively during play through her involvement. She offers one-to-one support for baby's and uses repetition of words to encourage the development of their language. She is clearly responsive to young children's gestures and babbling and regularly praises their achievements to extend their confidence and self-esteem. The spontaneous, purposeful observations the

childminder completes are well documented in the children's files and information obtained from parents acts as a baseline from which to monitor their progress. This document provides an informative account of the children's developmental progress and includes a termly summary of the progress they make linked to the six areas of learning. The written medium-term planning reflects the themes and times of the year they celebrate with flexibility and is supported by the daily routine in place. As a result a good balance of adult led and child initiated opportunities are incorporated. However, observations do not inform the planning for children's individual interests or next steps, which the childminder recognises as an area for future development.

Children have regular opportunities to mix with others and take part in group activities when they visit local groups to promote their social skills. They show their emotions as they smile and gurgle with delight to certain aspects of their care. Their interest in books is positively encouraged from a young age, therefore contributing to the development of their early literacy skills. Books are freely accessible for children to select from. They turn the pages and point to images they see, copying the childminder's actions when sharing books. They begin to make marks using water, paint and crayons and older children give meaning to the marks they make. The childminder effectively extends young children's knowledge of shape and colour as they manipulate different coloured shapes and successfully fit them in to the corresponding holes. Young children are introduced to number language through songs, such as five little ducks. Opportunities to introduce children to technology vary according to their age and stage of development. For example, baby's put the play phone to their ear; older children access the computer or interactive pad. All children explore a variety of different colourful collage materials, paint and use recyclable materials for model making to extend their creative skills well. Children learn about the wider world during the celebration of festivals throughout the year and the range of resources which promote positive images of diversity. For example, they decorate the dragons and recall the associated animals in recognition of Chinese New Year on display. Children engage in different experiences to promote the development of their physical skills. These include visits to 'Jungle Fun' soft play centre, walks to and from school daily and baby's confidently crawl around the setting and begin to use furniture to pull themselves to standing. All opportunities effectively contribute to the development of children's future skills.

The menu in place reflects the varied, healthy diet children receive and baby's needs are addressed individually. Meals are freshly prepared and children have fun in creating faces using their sandwich bun and other healthy foods. The children learn to stay safe because they regularly practise fire evacuation and learn about road safety when out and about. The do not touch labels assigned to areas such as the fire, bedroom doors provide a visual reminder of hazards and areas not accessible to them. Babies indicate they feel safe as they hold their arms out to the childminder to be picked up and snuggle into her as they take their bottle before sleeping. The childminder manages children's behaviour effectively, consequently, the children behave well and are responsive to any necessary intervention. The childminder provides a hygienic environment for children and within the daily routine; they develop a good understanding of personal health and hygiene from a young age. For example, they wash their hands before meals using soap and

paper towels and baby's hands are cleaned with wipes.

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	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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