

Inspection report for early years provision

Unique reference number	322177
Inspection date	09/03/2011
Inspector	Jean Thomas
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.

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 2000. She lives with her partner and children aged 15 years and two aged over 16 years in Tuebrook, Liverpool. There are two rooms registered on the ground floor level for childminding. The toilet facilities are situated on this floor level. There is a fully enclosed outdoor play area. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children, of whom, no more than three may be in the early years age group at any one time. There are currently four children attending who are within the Early Years Foundation Stage, of whom all attend on a part-time basis. The childminder offers care to children aged over five years. She is registered on the compulsory part and voluntary part of the Childcare Register. She accesses Local Authority support and is a member of the National Childminding Association. She holds a qualification in childcare and early years and has experience of working in a nursery setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's knowledge of the Early Years Foundation Stage and its underlying principles is used to support children's progress towards the early learning goals. The childminder provides a welcoming and enabling environment where children's uniqueness is respected. Positive working partnerships with parents are established which significantly contributes towards children's individual needs being met. The childminder is using self-evaluation systems and reviews procedures to identify strengths of the provision and areas for improvement to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- analyse the observations to plan for individual children's next steps in learning and development to support their progress to their full potential towards the early learning goals
- develop systems to involve parents in the observation, assessment and planning process to further enhance their involvement in their child's learning
- develop liaisons with other providers delivering the Early Years Foundation Stage to the minded children to promote continuity and progression.

The effectiveness of leadership and management of the early years provision

The childminder ensures children are well safeguarded in several different ways. She demonstrates a good knowledge of child protection issues, has attended

further training and is clear about the procedures to follow should she have a concern about a child. Her risk assessments are robust and include the home as well as the varied outings that children make. The childminder ensures documentation relating to her provision is well maintained and up-to-date for children's welfare.

The childminder demonstrates her commitment to the continuous improvement of her provision. She is a qualified childcare practitioner and values updating her knowledge to raise the quality of the provision by attending training courses such as Early Years Foundation Stage. She has fully met the recommendations from the last inspection. As recommended, drinking water is accessible throughout the day to keep the children hydrated, forming good habits for the future. The safeguarding policy has been reviewed and Ofsted is notified of any changes. The childminder has regular contact with other local childminders to share ideas and good practice. The childminder has successfully completed the Local Authority Quality Assurance scheme which identified the strengths of the provision and targeted areas for improvement. Parent's views are sought through discussion and questionnaires. The childminder has received positive feedback about the quality of the provision from parents.

The dedicated playroom is bright and well organised to enable children to freely access a wide range of play materials. The good range of resources offers children variety and challenge in their play. The children's art and craft work is attractively displayed which contributes towards creating a welcoming environment and impacts positively on their self-esteem. The childminder has a positive attitude towards promoting equality of opportunity. Her written policy reflects the practice to support children in nurturing respect towards people who are different to themselves. This is achieved through discussion, providing resources which reflect positive images of diversity and planning activities based in the local community. The childminder aims to help children to develop their understanding about not wasting the earth's resources. She does this in practical ways. For example, the childminder does not use a car as part of her service. Consequently, the children learn about the benefits of walking and using public transport.

The childminder is fully committed to building strong and effective partnerships with parents. A wealth of information is on display to keep parents well informed about the service provided. The policies and procedures pertaining to the provision are shared with parents before the arrangement commences and available at all times for reference. The parents are well informed about their child's progress and daily wellbeing through verbal communication. The childminder's systems for children's observation, assessment and planning do not include parent's contributions to further enhance their involvement in their child's learning. Parents have recorded favourably about the progress their child has made. The Early Years Foundation Stage is delivered to the children at other settings; information relating to the children's experiences has been shared with the childminder by parents. The childminder has not established links herself with the other providers to promote continuity and progression.

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

Children confidently make their individual needs known as they play, and have clearly built close relationships with the childminder. The quality of the resources and the activities provided supports children's progress. High levels of individual attention are given to children, and they delight in involving the childminder in their play. The childminder carries out observations on the children. However, these are not being effectively used to inform the planning for individual children's next steps in learning and development. It is not clear that the system monitors children's progress towards each of the early learning goals.

Children determine the direction of their play and play with a sense of purpose. They select play materials required to support their play plan and their ideas are extended further by the childminder. The children play with the dinosaur figures. They create the landscape using artificial grass. The childminder suggests that they go outside to find stones to include in their play plan. The children dress appropriately for the cold weather before going outside, independently putting on their coats and making efforts to fasten the buttons. The children 'excavate' stones, learning new words and meanings introduced by the childminder. They find sticks and leaves to add to the landscape. The childminder talks to the children about the need to wash their hands after playing outside and also the stones because they may be dirty. The childminder skilfully links the stone washing to demonstrate to children in a practical way the importance of hand-washing. They use soap and water and express their delight when they notice the colours and patterns in the clean wet stones. The childminder asks the children to look at the dirt in the water and they make the connection about the importance of personal hygiene. The children enthusiastically continue to talk about the stones and the childminder suggests they study them with the magnifying glass. They talk about fossils and remember their trip to the museum where they had seen large fossils. The children creatively position the leaves and twigs in the sand tray as the dinosaur landscape continues to develop. Through trial and error they identify that they need to add more water to the sand to support the larger twigs. Later the children practice their mark-making skills as they express their own ideas in drawing pictures of dinosaurs. This one activity evidences the childminder's skill in following children's interest to extend and develop their learning. Consequently, children are developing deepening levels of concentration and a positive attitude towards learning.

The childminder promotes children's language development in the knowledge that communication skills impact on all areas of learning. Children handle and control technology equipment including the digital camera and the computer. Numeracy skills are promoted in everyday situations. The childminder has resources such as an abacus, games and problem-solving puzzles to promote mathematical concepts. Overall, children have good opportunities develop skills in communicating, literacy, numeracy and information and communication technology, which has a positive impact on their future economic wellbeing.

The childminder values outdoor learning. The garden and local places of interest

are used to as extended learning environments for children's enjoyment. A healthy lifestyle is actively promoted. Children have daily opportunity to fresh air and exercise. The childminder provides nutritional meals and snacks. The childminder has a flexible attitude towards the daily routine and children benefit from the enjoyment of spontaneous decisions, for example, the decision to have a picnic lunch in the park on a winter's day. Together, they shop for healthy picnic foods which effectively triggers children's interest in making healthy options. The childminder is a good role model for children's behaviour. She helps children to develop their social skills and gives praise for their achievements. Children learn to take responsibility for their environment. They enthusiastically volunteer to help to tidy up the playroom and brush the sand spilt on the floor. The childminder uses this as one of the activities to support children's understanding about learning to keep themselves safe. She talks to them about the possibility of slipping on the sand.

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	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	3
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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