

Inspection report for early years provision

Unique reference number	322203
Inspection date	02/03/2011
Inspector	Frank William Kelly
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered for several years. She lives with her husband and an adult aged child in the suburbs of South Liverpool. The whole ground floor, with the exception of one room is currently used for childminding. There is a fully enclosed garden for outdoor play and the family have a cat and a dog.

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 at any one time. Of these, three may be in the early years age range. There are currently five children on roll in the early years age range and one who are aged between five and seven. The childminder is also registered to care for children aged eight to 11 years on the voluntary part of the Childcare Register. She currently has three children on roll within this age range.

The childminder has a recognised qualification in childcare; is active in the local childminding network and receives support from the Local Authority. She takes the children out regularly to toddler groups, parks and other local places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A varied and fun activity programme and an attractively presented and well organised home; provides a very safe and stimulating base for children to be. The childminder plans well to foster children's individual learning; based around their interests and stages of development. Documentation is generally well organised, although some regulatory information is not held for every child. Self-evaluation is accurate but is not regularly updated. However, the childminder demonstrates a real commitment to improving her service through her regular attendance on vocational training. She is aware of the need to work in partnership with other providers and engages well with parents to ensure that children's unique needs are known and effectively met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records of all required information are held for each and every child (Documentation). 16/03/2011

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

- further develop the ways parents can contribute to their child's learning and development records.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. A policy is in place and the childminder is confident when discussing the steps she should take to report any concerns about a child's safety and well-being. All adults in the home have completed a full vetting procedure and visitors are supervised. Daily checks of the premises and equipment take place and the formal records of risk assessments demonstrate the childminder's ability to identify and take appropriate action. For instance, the removal of trailing wires from around the computer table. Outings procedures are well thought out and include the use of high visibility jackets worn by the children. The formal self-evaluation is reflective of the practice which takes place, however is not kept up to date or used as a monitoring tool to ensure that all requirements remain in place. That said, the childminder has continued to attend a wide range of vocational training and workshops to further enhance her provision for the children. She is articulate and able to demonstrate improvements including the introduction of new equipment such as the dark den tent and raised beds for planting and growing. The replacement of smoke detectors, gates and fencing has improved the safety and security. These demonstrate her commitment to keeping children safe. All policies and procedures are in place and regulatory documentation is, overall, well organised. However, the childminder has failed to obtain information about who has parental responsibility for and legal contact with a child; nor has she gained the written consent for the seeking of emergency medical treatment for some of the children. These are regulatory requirements and she has agreed to take immediate action to address these.

The childminder's warmth of welcome creates an inclusive feel to the home. Her daily routines, space and equipment within the home are effectively organised to promote the daily needs and well-being of the children being cared for. Trips out, such as taking the parachute to the park or visiting a toddler group, are complimented by meals and rest times in the home. She provides an excellent range of toys and resources. These resources are based in a playroom where children actively choose and play with them throughout the home. Books and good quality posters provide children with positive images of today's society and challenge some of the stereotypical views regarding gender and professions. For example, female police officers.

The engagement and sharing of information with parents is very good. The childminder provides parents with access to all policies and procedures and has established good initial contact systems. She uses settling in periods and daily liaison to continually engage parents. Displays within the home provide information about the registration requirements and activities that children participate in. Letters from parents praising the care for their children clearly indicate that they had been informed by the childminder that an inspection was imminent. This is reflective of the guidance made by Ofsted and demonstrates the childminder's honest and open approach. The childminder readily makes available the children's records of progress. She is taking steps to engage parents and other significant carers, such as staff from school and nursery, in the on going planning and

assessment of children in her care. She has identified this as an area for further development.

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

This is a happy home for children to be, there is lots to do and play with and it is enhanced by the enthusiastic and warm interactions from the childminder. Consequently the children are very secure, confident and eager to explore their world. The five outcomes for children are successfully promoted through the childminder's effective organisation of her home and provision. Access to toys and resources facilitate independence as does the easy access to the bathroom. Subtle supervision and gentle reminders are helping children to adopt positive hygiene practises, such as hand washing after using the toilet or contact with the cat. They learn about safety as they practise the fire drill and how to be safe when on outings. Regular visits to toddler groups, activity farms and the local play parks provide varied experiences. Use of public transport into the city centre and a visit to a Chinese Restaurant is made as part of the celebrations for Chinese New Year. This visit helped children gain a sense of their wider community and increase their understanding of their own and other peoples cultures and beliefs. The childminder has clear ground rules and a consistent approach that helps children understand about appropriate behaviour. Thus, children are well behaved and share the resources very well. They mirror the childminder's polite interactions and discussions by the childminder, further fostering their developing citizenship. For example, the childminder suggests that the toy dog is feeling lonely and could the children include him in their play.

This subtle approach is part of the childminders regular practise throughout all aspects of her day. For example, when children become engaged in a counting activity the childminder encourages the children to colour match, sort into groups and introduces new vocabulary such as shiny. Children are confident in communicating their thoughts and wishes. They ask for stories to be read and eagerly follow the childminders lead as they play the musical instruments. They enthusiastically do the actions to songs and rhymes. Children move freely throughout the home and are eager to engage adults in conversation. For example, they proudly explain that there is a circle shape on the sole of their slipper and this is similar to letters in their name. The childminder knows the children very well. She observes the children's interests and uses this to plan well thought out cross curricular activities to effectively extend their learning. For example, baking activities linked to the children's interest in a story. The developing records within the children's individual learning journeys are beginning to serve as an informative record of children's progress and achievements.

These activities along with others such as connecting glow straws and taking them into the dark den tent provide children with problem solving skills. The childminder asks questions that encourage the children to predict and think about how things work. Children eagerly talk about the straws glowing in the dark and they answer correctly about what will happen if they forget to turn off the battery operated toys. The childminder is encouraging and supportive in helping the children to

problem solve and persevere in other ways. For instance, encouraging the children to manipulate and turn the spiky rubber ball inside out, to create a smooth ball. The children beam with pride on their success and the childminder's positive acknowledgement of their achievement. These types of activities help children develop positive attitudes towards future learning and are considered some of the foundations for helping to build future life skills.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----