

## Inspection report for early years provision

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<b>Unique reference number</b>	310614
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Denise Sixsmith

<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.

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 2001. She lives with her husband and two children aged 14 and 12 years in the Bootle area of Liverpool. The whole of the ground floor, except for the kitchen, is used for childminding. The bathroom and two bedrooms on the upper floor are also used. There is an enclosed garden for outside play. The childminder works with her husband, who is also a childminder. The family have two small pet dogs.

The childminder is registered to care for a maximum of six children at any one time, no more than three of whom may be in the early years age range. This number may be increased to six when working with another childminder. She is currently minding four children in this age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She holds a recognised childcare qualification. The childminder takes children out to toddler groups, parks and other local places of interest on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a good service with some outstanding aspects. Children are cared for in an extremely welcoming, homely and inclusive environment where the uniqueness of each individual is highly valued. Children make good progress in their learning and development and are supported extremely well to embrace a healthy lifestyle. The systems for self-evaluation and partnerships with other settings are good and the majority of the required records are in place. The childminder has a very positive commitment to improving her development and the quality of the service.

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

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

- ensure that medication documentation shows that parents' prior written permission is obtained for each and every medication and that a written record of all medication administered is in place (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 07/04/2011

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

- update the children's records to include the information about who has legal contact with the children and who has parental responsibility
- improve the systems for the organisation of the setting by developing the

self-evaluation and quality improvement process through assessing what the setting offers against robust and challenging quality criteria.

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

Children are safeguarded effectively as the childminder has a good understanding of her responsibilities towards protecting children from abuse and neglect. She has recently applied to attend training to refresh and update her child protection knowledge. Children are further safeguarded as the childminder is aware of her responsibility to ensure that all adults in the household have been vetted and cleared through the appropriate processes. Both the indoors and outdoors of the home are safe and secure, and thorough risk assessments ensure that the premises, resources and outings promote children's safety. Most required records are in place and readily available for inspection. However, the medication documentation does not meet requirements and one aspect of information with regards to the children's details has not been recorded. Clear, comprehensive written policies and procedures support the delivery of the service to enhance children's welfare. The childminder has attended first aid training to enable her to deal appropriately with minor accidents.

The childminder organises her home extremely well. Children have ample space on the ground floor, enabling them to move freely and access an excellent range of good quality, developmentally appropriate toys and resources. This is enhanced well through a balance of indoor and outdoor activities. The childminder has an excellent attitude and approach towards diversity and promotes highly effective inclusive practice. Children access a very good variety of toys and resources that promote positive images of diversity and use these in their everyday play. The childminder is very committed to attending training, which she uses effectively to improve her service and outcomes for children. Although the childminder has undertaken some assessment of her service, she has not fully developed the system to maximise the self-evaluation process. Systems for forming partnerships with others providing education and care are developing appropriately.

Partnership with parents is outstanding. Very strong relationships have been developed over time and the childminder's good knowledge of the children's families and backgrounds ensures that very good continuity of care is in place for the children. Parents receive very good information about the provision during the settling-in process. They are extremely supportive of the childminder and her warm, caring approach. Information is exchanged daily and parents are very well informed about what their children do, for example, they praise the 'lovely days out' that she organises and 'the family atmosphere'. They value her commitment to ensuring their children receive good quality care and learning and thoroughly enjoy themselves while they are with her.

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

Children are looked after by a caring and enthusiastic childminder who takes delight in their achievements and the progress that they make. She is in tune with the children and provides for their needs very well. Children's learning journey records are well maintained and written observations are supported with examples of the children's work and photographic evidence. Observations are linked to the six areas of learning and include planning for children's next steps. Children have daily opportunities to develop their physical skills. There is plenty of space in the large garden for them to, for example, run about, chase bubbles, play energetic ball games, crawl through the tunnel and dig in the sand and planting areas. The childminder also takes the children on regular walks to the allotments, local toddler groups, parks and further afield to theme parks, the beach, farms and museums. Children practise their small motor skills when painting, drawing, cutting, sticking and manipulating dough, and playing with small world toys and puzzles. Young children's developing speech and literacy are well supported by the childminder, for example, during story times and singing sessions. Their problem-solving skills are evolving well as they are supported to find the correct shapes for the shape sorter and jigsaws. Older children access information technology and operate programmable toys to support their language and numeracy, which helps them to develop good skills for the future. They delight in engaging with the childminder, relishing her support and interaction with lots of laughter as they work together with the play dough. Children benefit from a broad range of social and outdoor experiences which enable them to have plenty of exercise and fresh air and also enhances their knowledge and understanding of the world.

The childminder is a very good role model for the children and provides lots of praise, which enhances the children's confidence and self-esteem. Consequently, the children's behaviour is very good. Children benefit from the well-balanced and healthy snacks and meals that are freshly prepared and provided for them. For example, children enjoy homemade spaghetti and meatballs for lunch, which is prepared by the childminder's co-minder. Fresh fruit is readily available, as are drinks of water to ensure the children remain suitably hydrated throughout the day. Children learn good hygiene routines and are taught to wash their hands appropriately, for example, before meals and after using the bathroom. The provision of individual wash bags, which contain a hairbrush, a toothbrush and a flannel, ensure that good hygiene practice is encouraged and promoted. Children learn how to keep themselves safe in an emergency as they practise the fire drill, and they wear high visibility vests and talk about road safety when on outings. House rules and learning to value others help to develop children's understanding of right and wrong. Children readily help to tidy away after themselves and before lunch to make sure the room is safe.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Records to be kept) 07/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(Records to be kept) 07/04/2011