

## Inspection report for early years provision

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<b>Unique reference number</b>	322267
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Gillian Sutherland
<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 was registered in 1993. She lives with her partner and one adult daughter in Wavertree, Liverpool. The rooms used for childminding are on the ground floor, except from the bathroom which is on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently caring for seven children, some of whom attend on a part-time basis. The childminder takes and collects children from local schools and pre-schools and also attends local toddler groups. She takes the children on outings to local places of interest.

The childminder is a member of the National Childminding Association. She is a Quality Assured active member of her local childminding group and holds an Early Years Qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in the care of this childminder who ensures they make good progress in their learning and development. Excellent partnership with parents contributes significantly to ensuring the needs of children are met and continuity of care is promoted. She continues to update her knowledge of childcare legislation and practice by attending additional training and most required documentation is maintained. She evaluates the service she provides and has a vision for the future to continually improve outcomes for children. The recommendations from her previous inspection have been addressed.

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

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

- Obtain information from parents in advance of a child being admitted to the provision about who has legal contact and parental responsibility for the children (Safeguarding and promoting children's welfare). 29/04/2011

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

- develop further the self-evaluation process to include comments from parents

and children.

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

The childminder is well organised and ensures that the children she cares for feel safe and secure at all times. A cohesive written safeguarding children policy is in place. This complies with current guidance and details the procedures that will be followed, should she have any concerns about a child in her care. The areas of the house accessed by children have been made safe. The childminder ensures detailed risk assessment documentation is kept to cover all areas of the house used and different venues visited with children. She accurately maintains most of the required records for children's well-being. The one area which is not recorded is who has legal contact for the child and who has parental responsibility. This is a breach in her registration requirements.

Children play in stimulating, well equipped areas and play materials are organised at a low level. This encourages them to develop their independence as they self-select from the resources on offer. The childminder is fully committed to providing an inclusive childminding service where all parents and children feel welcome. Children access a wealth of activities and experiences that are both purposeful and developmentally appropriate. The childminder ensures they gain an insight into the differing needs of people, not only within their local community but in the wider world. She has developed a highly effective partnership with parents. Before a child starts she shares documents, written policies and procedures with them and answers their questions about the care of their children. Parents then complete the required documentation. This enables the childminder to plan appropriate and challenging activities to meet the individual needs of each child.

The skilful childminder observes, assesses and records any progress made in children's learning and development. A learning journey file is used to record evidence gathered and this contains both written and pictorial evidence. The childminder completes daily diaries for the children and liaises with other settings children attend. Consequently, she is able to complement learning experiences offered and share important information about their development.

The childminder completes a self-evaluation document which shows her understanding of the Early Years Foundation Stage Framework. She demonstrates how she implements this in her childminding. She uses questionnaires to seek out the thoughts of parents and children, however, she does not currently include parents comments in the self-evaluation document.

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

Children are cared for in an excellent environment where they freely access a broad range of good quality books and resources. They learn through play

effectively as the highly innovative childminder engages and supports them. They enjoy an extremely varied range of planned adult-led or child-initiated activities. Children's self-esteem is raised as the highly skilled childminder offers praise and encouragement when they succeed in different aspects of their play. For example, when a child picks up a pencil and draws a round shape on some paper and identifies the shape as a circle. Children's communication skills are further developed as they participate in role play activities which they enthusiastically enjoy. They are confident and self-assured children and each situation helps them to extend their learning. The hairdressing activity ensures children access combs, brushes, slides and rollers. They take turns to use the pretend hairdryer and style the dolls hair. The childminder encourages children to talk about the different colours and lengths of their hair.

Children have a wealth of opportunities and resources that help develop their physical skills. The fully enclosed garden ensures they have an opportunity to develop their outdoor learning. They plant pots with flowers and vegetables in spring and summer months and enjoy running around freely in the wider open play spaces at the local park. Opportunities for children to socialise with other children are provided as they visit local toddler groups. Here they access the sensory room and show delight as they watch the coloured lights and shapes move around the area. The childminder uses her small tent and fairy lights to create a smaller sensory area in the designated playroom. The tent is also used to create a camping area in the garden.

Children develop an understanding of the needs of others in different ways. Planned activities include celebration of a variety of cultural festivals and traditions to help children learn about the world around them. A calendar is used by the childminder to plan such activities. Children are made aware of the differing abilities of others using books and other resources. As part of their art and craft activities they made and cut out their own spectacles. This then led to a discussion about people with little or no sight. Other resources available include a lotto game, books and puzzles which help children understand the needs and feelings of others. They have many opportunities to develop problem solving skills as they use one of the many jigsaw puzzles or build a tower using stacking toys. They are introduced to technology and skills for the future as they use a camera, computer and enjoy a trip to the airport with their binoculars to watch planes land and take off.

The childminder support children to learn about keeping themselves safe as she offers them gentle reminders during their play. They also learn to share, take turns and put some toys away before getting others out. Children learn about and participate in good road safety practice as they go out and about with the childminder to school and places of interest. The childminder also ensures that all children understand how to safely evacuate the premises in the event of a fire or an emergency. Regular fire drills are carried out and a written record is maintained.

## 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	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	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	1
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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