

## Inspection report for early years provision

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<b>Unique reference number</b>	EY416836
<b>Inspection date</b>	17/05/2011
<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 2010. She lives on the Wirral, with her husband and two children aged five and one year old. The areas used for childminding are on the ground floor and there is a secure, fully enclosed garden at the rear of the house which is used for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children at any one time. When minding with an assistant she is registered to care for a maximum of seven children at any one time. She is also registered to care for children between the ages of five and eight on the Compulsory Childcare Register.

The childminder walks or drives to local places of interest. She is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and enjoy the time spent with the childminder and her assistant. The setting is a well organised, child orientated and stimulating environment. The childminder's very good understanding of the requirements of the Early Years Foundation Stage ensures that children are safe and making 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 has begun to evaluate the service she provides and has a vision for the future to continually improve outcomes for children.

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

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

- develop further the self-evaluation process to encourage a culture of reflective practice and identify not only what has been achieved but also areas for improvement.

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

Children are safeguarded through procedures that are robust, carefully managed and understood by both the childminder and her assistant. Both have attended safeguarding training and are fully aware of the procedures to follow should they have any concerns. They effectively share roles to meet the needs of children in their care. Space is very well organised, in such a way that promotes children's independence as they freely self select the toys and resources of their choice. The childminder has a good awareness of safety issues and takes action to minimise

any dangers in the home and garden. She and her assistant monitor the safety of the home, garden and outings and appropriate risk assessment documentation is maintained.

The highly skilled childminder has developed an excellent working partnership with parents. She has compiled a pack of all her policies and procedures and parents receive their own copy of this prior to care commencing. Parents are well informed about children's progress through daily talks and the completing of a daily diary, which they have the opportunity to add their comments to. Good use of digital photographs and displays means that parents see their children's achievements and it further develops regular communication. The childminder is fully aware of how she will extend this communication with other professionals as and when required. She has already made contact with the early years teaching staff in the school opposite and discussed with them how they can work together to help the transition from her setting to school.

The childminder has a lot of experience of working with other agencies and is committed to ensure that when necessary, each child receives appropriate support at an early stage. The childminder holds a number of recognised childcare qualifications and has a wealth of professional childcare experience. The childminder is responsible for the planning of the activity programme and ensures that the activities provided meet the interests and abilities of each child. Through a detailed discussion with parents and observation at settling-in visits, she is fully aware of each child's starting points. Information gained then helps her to plan appropriate activities, which will develop further children's learning.

## **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 in their activities. 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 as they play. Children are inquisitive and eagerly watch and chat as the childminder lets them look at a chrysalis that they are monitoring and waiting to turn into a butterfly. Children's communication skills are further developed as they participate in role play activities which they enthusiastically enjoy. They self select their dressing up outfit and then engage in conversation with the childminder about who they are and what their role is. They are confident and self-assured and are introduced to technology and skills for the future as they freely use items of technology in their play. For example, they access the computer with age appropriate games, a small toy lap top and pretend mobile phones. Good use of the camera and the digital photograph frame enables children to reflect and talk about the places visited or the activities undertaken. The role play resources include a well equipped kitchen and shop which the children use. The childminder encourages children to talk about the different things

they sell in their shop or what they can cook for her dinner. Children eagerly await their turn to take home 'Joffley' the travelling bear, who has his own diary and when he comes back, the contents of the diary including any photographs taken are shared with the other children.

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 have planted some sunflowers which they will measure as they grow and they are hoping that in the near future the strawberries and tomatoes can be enjoyed as part of their snack or lunch menu. Children also enjoy outdoor play in the wider open play spaces at the local park and other outings include visits to a local farm where they develop an understanding of how the different animals live and experience milking 'Molly the Cow'. Opportunities for children to socialise with other children are provided as they visit local toddler groups.

Children develop an understanding of the needs of others in different ways. Planned activities include the 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. The varied range of resources includes books and posters that 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.

Children learn about keeping themselves safe as the childminder or her assistant 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	1
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	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:	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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