

Inspection report for early years provision

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Inspection date	09/06/2011
Inspector	Gillian Sutherland
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.

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Description of the childminding

The childminder was registered in 2005. She and her children aged 18, 15 and eight years old live in the Walton area of Liverpool. The childminder co-minds with another childminder from the Walton area and the childminding currently operate from the co-childminder's home. The areas used for childminding are on the ground floor and there is a secure, fully enclosed play area at the rear of the house.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom, no more than three may be in the early years age range. There are currently eight children attending who are within the Early Years Foundation Stage, the majority of whom attend on a part time basis. She is registered on the Early Years register and on both the voluntary and compulsory part of the Childcare Register. The childminder is also registered to provide care for children aged over five years to eight years. When minding with a co-childminder they are registered to care for a maximum of eleven children at any one time.

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 very happy and enjoy the time spent with the childminder and her co-childminder. The setting is a well organised, child orientated and stimulating environment. The childminder's understanding of the Early Years Foundation Stage Framework has led her to recently revise her planning and assessment procedures to ensure children are 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 evaluates 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 observation and activity planning, and continue to provide each child with enjoyable and challenging learning experiences
- explore how the outdoor play area can be improved to create a stimulating environment that will encourage their interest and develop their sensory experiences.

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 co-childminder. Children are protected as the childminder has a good knowledge of the signs and symptoms of child abuse and the procedures to be followed. The childminder's clear written policies work effectively to ensure that children's health, well-being and safety are promoted. The childminder has a good awareness of safety issues and takes action to minimise any dangers in the home and outdoor play area. She and her co-childminder continually monitor the safety of the home, outings and appropriate risk assessment documentation is maintained. Space is exceptionally well organised, in such a way that promotes children's independence as they freely self select the toys and resources of their choice.

The skilful childminder has developed an excellent working partnership with parents. Each parent receives a copy of the comprehensive policies and procedures prior to care commencing. Parents are well informed about children's progress through talks at the beginning and end of the day and through the completing of a daily diary. To further create a successful partnership parents then have the opportunity to add their comments to this document. The childminder maintains an individual photograph album for each child, thus ensuring parents see the wide range of activities their child participates in. The childminder is committed to ensuring that all children are effectively valued and included. She works well with parents and uses parent questionnaires to seek out their views regarding the care provided. The childminder has also established systems for sharing information with other providers of the Early Years Foundation Stage Framework where children attend more than one setting. For example, she exchanges information with the staff of the pre-schools the children attend.

The childminder reflects on her practice to identify key strengths and areas for improvement. Since the last inspection the childminder has improved the risk assessment of the areas used or accessed by the children and she has increased her knowledge of how different agencies work together to safeguard children. She has also gained a greater understanding of the Early Years Foundation Stage Framework. These measures have a positive impact on children's welfare and learning.

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

Children are cared for in a welcoming and stimulating environment and there is a good balance of adult-led and child-initiated activities. Children's self-esteem is raised as the childminder offers praise and encouragement as they play. Consequently, they are confident and motivated in their play and learning. The accessibility of the resources ensures children independently select their play

materials, sometimes requiring a little assistance from the childminder. For example a child wanted to take the garage and cars into the front lounge with clearer floor space and the childminder was there to assist. The childminder understands the importance of creativity and provides lots of opportunities for children to draw, paint, make models and pictures. Children use mathematical skills as they sing their favourite rhymes some of which have an element of calculation. The childminder effectively supports children's language development and has also begun to teach them simple words or songs in sign language. This also makes them aware of the different forms of communication sometimes used by other children.

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. Children also participate in local activities. When the 'Paint a Penguin' scheme was operating in Liverpool the childminder's children used their handprints to decorate the penguin, which then went on display.

Children eagerly enjoy role play activities and self select their dressing up outfit and then explain to the childminder what their role is. For example when being the doctor they have a range of resources including doctor's coat, stethoscope and thermometer. Children have many opportunities outside the home to develop their physical skills and knowledge of the world. They go on walks to local parks and drive to places of interest further a field. Such places include local beaches, squirrel reserve, library, farms and museums. The childminder's vision for the future is to improve the outdoor play area; although there are some age appropriate toys there are few opportunities for children to develop their outdoor learning.

The childminder's methods of observation, assessment and planning are continuing to develop. She has always planned long term and has recently reviewed this introducing short term planning. Her observations and assessments clearly show how the activities provided link into the six areas of learning and clearly identify the next steps in the children's learning and development. Each child has their own file containing a learning journal, samples of their art and craft work and an individual photograph album.

Children learn about keeping themselves safe as she or her co-childminder offer 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. Children also learn about safely evacuating the premises as they participate regularly in fire drills.

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	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

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

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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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