

Inspection report for early years provision

Unique reference number	EY411118
Inspection date	24/06/2011
Inspector	Kathy Leatherbarrow

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 was registered in 2010. She lives with her husband and three children aged two, 11 and 13 years. They live in the Swanside area of Knowsley. The whole of the ground floor of the home, with the exception of the front lounge, is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time, of these; two may be in the early years age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of National Childminding Association and she takes the children out to places of interest on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good knowledge of each child's individual needs makes sure that the childminder successfully promotes children's welfare and learning. Children are safe and secure, however, some documentation lacks required detail. Partnerships with parents are highly effective in supporting children's requirements, other partnerships are developing. As a result, children progress well in their learning and development. The childminder strives for excellence and makes good use of regular self-evaluation and ongoing professional development to make well-placed improvements and increase the quality of care and learning.

What steps need to be taken to improve provision further?

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

- ensure medicines are not usually administered unless they have been prescribed for that child by a doctor, dentist, nurse or pharmacist
- improve the record of risk assessment of the home to include all risks that children may come into contact with.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a good knowledge of the indicators of abuse and the procedure to follow should she have a concern about a child. She has used her training to update her written policy document. The home is safe and well maintained and the children's safety is a priority, however, risk assessments lack some detail on risks which children may come into contact with. Children learn about keeping themselves safe through discussion about road safety, stranger danger and practising the fire evacuation procedure. The childminder checks smoke alarms regularly and ensures that the

fire blanket is correctly positioned should she need it.

All documentation is in place and well organised to allow ease of access should the need arise. However, her medicine policy does not make it clear that she will only administer medication which has been prescribed. Confidential documentation is stored appropriately to maintain security. The childminder strives for excellence in all she does and regularly monitors and evaluates the effectiveness of her provision. Children and parents are all involved in the process and their suggestions are catered for where necessary.

Children benefit from a warm, bright and airy environment. Toys and resources for children are accessed from what the childminder puts out each day and they also request activities of their choice. She also ensures that these are rotated to develop children's interests. Children develop an understanding of others as the childminder provides a variety of resources and activities for them. For example, they try Chinese food at New Year, visit the Chinese Arches in the city and craft items connected with the celebrations.

Parents enjoy strong relationships with the childminder. They are kept fully updated about their child following the flexible settling-in sessions. The childminder has effective systems in place for communicating with parents. She has produced a range of written policies that she gives to parents so that they know about her practices. She shares the well-presented children's learning journeys with them involving them in their child's learning.

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

Children thrive in the stimulating and exciting play areas, both inside and outside. They move freely among the activities, accessing resources independently or requesting others, such as, the play dough. Outside they access role play and pretend to cook lunch, explore treasure baskets on the lawn and create patterns in the sand. The childminder talks to them continually about where they are going and extends their understanding and learning through effective questioning. They make marks using a wide range of tools and implements and enjoy chalking pictures in the sun. This develops their control and forms the basis for writing. They sing with gusto as they bounce on the trampoline and are looking forward to planting seeds this year in the newly created vegetable patch. Younger children interact with the childminder through bouncing balls back and forth, chuckling at mirrors and being pushed in the swing. An understanding of number is brought into play scenarios, such as, how long it takes to cook the food in the play kitchen. They learn about the diverse nature of society through reading stories and interacting with the good selection of resources. These are supplemented through regular trips to the library.

Developmental records of the children are effective and show that they are making good progress towards the early learning goals. Initial information is used to form a starting point and children's development is then tracked through observations linked effectively to stages of development. Keepsake folders of photographs of

children show children from their first day and are a detailed record of their development.

Children are safe and well cared for. The childminder places great emphasis on safety and reinforces this with the children at regular intervals both on and off the premises. Children clearly have very close attachments to the childminder and look to her for reassurance. She is always on hand should the need arise. They help to clean the table after play dough and the childminder helps them to use the equipment safely. Children eat a wide range of home made, healthy and nutritious meals and snacks. They thoroughly enjoy the cheese and banana provided for snack and eagerly look forward to the spaghetti bolognaise for lunch. Children's individual requirements or likes and dislikes are also carefully considered and their needs fully met. Children wash their hands after being outside and prior to meals to prevent the spread of infection. Children behave extremely well and the childminder offers lots of explanations about why things are happening. There are clear rules and boundaries which are displayed and children respond very well to her requests. They are helped to learn to share through calm requests from the childminder.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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
--	-----