Inspection report for early years provision

Unique reference number	EY421803
Inspection date	25/07/2011
Inspector	Mrs Sharon Verma
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 2011. She lives with her husband and two children aged 10 and 19 years in the Childwall area of Liverpool. Children use the whole of the ground floor of the childminder's home. There is a secure, fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of 6 children aged under eight years, of these no more than 3 may be in the early years age range at any one time. This provision is registered by Ofsted on the Early Years Register, and compulsory part of the Childcare Register. The provision is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children aged over eight years. The childminder's husband is registered as her assistant and helps out when needed.

The childminder uses her car or walks to collect children from school and take them to places of interest. She attends toddler groups on a regular basis. She is a member of her local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's secure understanding of the requirements of the Early Years Foundation Stage results in a well organised provision that promotes many strong outcomes for children. A wide range of play experiences, good planning systems and quality interaction enables children to make good progress in their learning and development. They are very settled and play happily in the stimulating, child-centred environment. The childminder uses her partnerships positively to provide consistent care for children and to ensure each child's individual needs are known and met. She plans for and makes continual improvements to her provision, although does not yet rigorously evaluate what she provides.

What steps need to be taken to improve provision further?

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

- strengthen the self-evaluation process using quality improvement tools and assessing what the setting does against robust and challenging criteria in order to continually improve the provision for children (Organisation)

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding issues. She has attended up-to-date training, has a detailed policy on safeguarding and is very aware of the procedures to follow should she have concerns. All adults resident in

the household are suitably checked and the childminder is vigilant with regard to visitors. She checks identification carefully and keeps associated records. The childminder's organisation and management are very good. Her records policies and procedures are very well organised and are highly effective in supporting the service. Her focus is always upon helping children to make progress and promoting their welfare. For example, she uses a daily safety checklist to ensure the environment is always safe, clean and fit for use. Risk assessments for outings are also extremely thorough and cover all eventualities ensuring children's safety is of paramount importance. Procedures for fire safety are highly effective. Fire drills are practised and recorded each month, smoke alarms are closely monitored and all three fire escapes clearly marked. Extensive policies such as an internet policy and laminate floor policy which states that child must always wear shoes or socks with grippers further contribute to making this a very safe place for children.

The childminder has great enthusiasm for continuous improvement and has a thorough working knowledge of the Early Years Foundation Stage. She undertakes regular training to keep up-to-date with current issues and is currently working towards the Level 3 Diploma for Children and Young People's Workforce. She uses the skills and knowledge well to enhance the service she provides and improve the outcomes for children. She has completed a detailed self-evaluation and has a clear understanding of what she needs to do next. She is not, however, using any quality assurance methods or quality criteria, to help her monitor and critically evaluate her service in order to continually improve the provision for children.

Space, toys and resources are well organised to meet children's needs. Toys are arranged in low level baskets and shelving to enable children to access them independently. This helps develop their confidence as they make choices and initiate their own play. The childminder has also started to build up a good selection of resources which promote equality and diversity including books 'All Kinds of People' and 'All Kinds of Beliefs'. This ensures children are developing positive attitudes to others and their differences.

The childminder has very good partnerships with parents. She provides them with extensive information about her service and keeps them regularly informed about their child's development and achievements. She completes daily diaries which go home with the children each day with information such as the day's events, sleeps and feeds. She has also devised parent questionnaires to consult with parents on a regular basis about the provision. Parents are extremely complimentary about the childminder and comment upon how quickly their child settles, their progress and how they work together closely to meet the child's needs. The childminder has a strong understanding of the benefits of partnership working to promote continuity of learning for children.

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

The childminder's secure knowledge of how to promote learning through play helps children make good progress and enjoy their time with her. She knows each child very well; she records her detailed observations of what they can do and

plans relevant future learning priorites. She matches up her observations to the Early Years Foundation Stage, and tracks their progress across the six areas of learning. The childminder has created a welcoming and enabling environment with a wide variety of good quality resources which children can access easily. The children are happy and form close relationships with the childminder. She has good quality interactions with the children and supports them very well in their play and learning.

Children are encouraged to be active learners. Babies are encouraged to explore using their senses. There is an exciting treasure basket, whith lots of natural materials such as pine cones and natural sponges, for them to investigate. They enjoy sand and water play and experience the different textures of paint, shaving foam and cooked spaghetti. Children's communication skills develop well because the childminder plays with them and speaks with them continually. She has a secure understanding of the effectiveness of modelling vocabulary and sounds to support children's speech and language acquisition. Children's language and literacy skills are also promoted well through a good selection of books in the childminder's home. They enjoy regular stories in the comfortable reading corner she has created for them.

The childminder skilfully incorporates opportunites for learning in everyday play and routines. Children's mathematical dvelopment for example, is fostered during snack time as the childminder counts the pieces of banana on the plate. Children's physical development is promoted well. There is a variety of outdoor play equipment in the garden and they visit local parks and Jumping Jack sessions at the local Sure Start Centre. At home, babies are encouraged to move as the childminder rolls an attractive ball with flashing lights which they promptly follow. She encourages their balance and physical strength through the use of push-along toys and standing at the low-level sand and water tray. In the garden children show delight as the childminde blows bubbles and they stretch and reach to pop them. They are developing some skills in information technology through the use of cameras and push-button toys. Trips out to Southport Beach, Calderstones Park and the a local Museum give children first-hand experiences and opportunities to explore the natural environment and wider world.

The childminder promotes children's health to a very high level. She provides nutritionally balanced meals and snacks including fresh fruit and vegetables daily and avoids processed foods. Her training in food hygeine ensures she is fully aware of the requirements with regard to food safety. She has highly effective health and hygiene procedures to help prevent the spread of infection, such as providing individual towels for children to dry their hands and using gloves to change nappies. Posters displayed use pictures to help children learn good handwashing practices. Comprehensive policies such as head injury policy and dental hygeine policy all contribute to the very positive outcomes for children. Children are learning how to keep themselves safe. They are taught how to be safe crossing roads, they learn about stranger danger and how to evacuate the home in an emergency. Babies too are taught to "hold on tight" when on the swing and "mind those fingers" as they are strapped into the high chair. Children's behaviour is well managed by the clear guidance and positive approach adopted by the childminder, which help them develop a clear understanding of right and

wrong. House rules displayed in picture form also help young children understand what is expected of them.

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	1
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	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	1
The extent to which children adopt healthy lifestyles	1
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
The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met