

Inspection report for early years provision

Unique reference number	EY251030
Inspection date	10/08/2011
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 2003. She lives in the Walton area of Liverpool with her husband and three children, two of whom are over 16 years old and the youngest is fourteen years old. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two dogs and fish as pets.

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 four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive environment for all children by responding to and meeting their individual needs appropriately. Children receive a positive experience of the Early Years Foundation Stage in which their welfare is promoted well. Systems to plan and support their learning and development are continuing to evolve. The childminder develops good relationships with parents and has made concerted efforts to develop links with other settings children attend. She has begun to evaluate her provision, however, the omission in meeting a legal requirement had not been identified.

What steps need to be taken to improve provision further?

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

- ensure there is information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and Welfare) 31/08/2011

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

- develop further the culture of reflective practice and self-evaluation to continually look for ways to improve the quality of the learning, development and care offered that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a sound knowledge and understanding of the child protection procedures and is aware of the signs and symptoms of abuse. She has a written safeguarding policy, which fully complies with current guidance. The childminder has the contact details of the appropriate agencies to contact should she have any concerns about a child in her care. The childminder has taken many steps, both inside and out, to ensure children's safety. On a daily basis, checks on all areas and equipment accessed by the children are undertaken. Written risk assessments cover all areas of the house used and the different venues visited with the children. The childminder maintains most of the required documentation, however, the children's enrolment forms do not indicate who has legal contact or parental responsibility. The childminder demonstrates her commitment to developing her service by attending relevant training and her certificates for paediatric first aid, safeguarding and food hygiene are available for parents to look at. Children are well settled and enjoy the range of outings and activities planned to meet their individual learning needs. The partnership with parents significantly contributes to meeting the needs of the children. The childminder seeks their views and comments about the care provided by the use of questionnaires.

The childminder does not currently care for children who have special educational needs and/or disabilities. However, she fully understands the importance of working with outside agencies, when required, to ensure the needs of the children are met. Posters around the setting raise children's awareness of the different abilities and needs of others, not only in their local community but also in the wider world. The childminder incorporates into her activity programme the celebration of different cultural festivals and has some resources for children, to gain an understanding of the needs of others.

The childminder has a satisfactory knowledge of the Early Years Foundation Stage Framework, which she uses to provide children with a range of age-appropriate activities. She recognises the importance of play and plans a balance of adult-led and child-initiated activities. Systems for observation and assessment of children's learning and development are in place and the childminder identifies the next steps in their learning. Learning journeys are in place for each child in the early years age range and parents have access to these documents at any time.

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

The childminder's warm and caring approach towards the children helps them feel settled and supported. The childminder ensures that the resources are stored in such a way that promotes their independence. Children freely self-select which toys they want to play with or which activities they want to participate in and they

are confident to approach the childminder when they require help or support. The skilful childminder responds promptly to their needs. Children enjoy playing in the sand and develop some understanding of texture as they feel the trickle of the sand through their fingers. Some of the older children enjoy the art and craft activities and they can safely do this at the dining table. Children's outdoor learning includes growing some herbs and flowers in their greenhouse, whilst the children use a different container to plant up their tomatoes.

Children listen to and identify the sounds made by some of the programmable toys when the appropriate buttons are pressed. The childminder ensures that all children are given praise and encouragement as they succeed in completing for example, their art and craftwork. Children enjoy story times with the childminder who sits down and reads a story to them, actively engaging their participation, and promoting their communication skills. They develop further their interest in books as they go to the local library where they are welcome to join and participate in library events.

The childminder uses her knowledge of the children to provide resources and activities to progress their learning. They access many shape-sorting puzzles, which promotes their mathematical development. This is developed further as they participate in baking activities and enjoy measuring and watching the consistency change as they bake cakes and make their pizzas for their lunch. The childminder and children make good use of the local amenities to help them to learn about the wider world and how to stay safe when outside. They participate in good road safety practices when out with the childminder. They benefit daily, from the opportunity to enjoy fresh air and exercise, as they enjoy their time out at local parks and places of interest. Children visit local toddler groups, enjoying the opportunities these sessions provide and to socialise with other children. Children benefit from enjoying healthy snacks and lunches and there is always fresh fruit available to them at any time.

Children generally behave well. They learn to share and take turns, and the childminder provides them with a good role model, as she offers plenty of praise for their efforts and acknowledges when they are kind to one another. A large collage board in the entrance hall reminds children of the many different activities they have participated in over the year. This is used as a prompt for them to request those activities again.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
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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