

Inspection report for early years provision

| | |
|--------------------------------|-----------------|
| Unique reference number | EY423470 |
| Inspection date | 30/08/2011 |
| Inspector | Margaret Mellor |
| 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 2011 and works with another childminder. She lives with her mother and brother in Mossley Hill, 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 family have two rabbits.

The childminder is registered to care for a maximum of four children aged under eight years. Of these no more than three may be in the early years age range at any one time. There are three children on roll in the early years age group. This provision is registered by Ofsted on the Early Years Register, and compulsory part of the Childcare Register.

The childminder walks to take or collect children from school and attends toddler groups on a regular basis. She is supported by the local authority. She is a member of the National Child Minding Association and local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy and well cared for in a welcoming family home where their individual needs are routinely met. The childminder has a sound understanding of the Early Years Foundation Stage and children make steady progress in their learning. Children are kept safe and good emphasis is given to promoting their well-being. A meaningful partnership with parents ensures an inclusive environment that values each child's unique qualities. The arrangements for assessing children's progress and engaging parents in their learning are in their early stages. The childminder is beginning to use self-evaluation to plan for future improvement and to drive ambition forward.

What steps need to be taken to improve provision further?

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

- work in partnership with parents regarding sharing information and involving them in their child's continuous learning and development
- develop opportunities for children to revisit activities and consolidate their learning
- incorporate children's starting points into the planning and assessment arrangements
- develop self evaluation and include the views of parents.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has accessed safeguarding training and there are supporting policies and procedures to protect children from harm or neglect. The childminder conducts effective risk assessments and regular safety checks for her home and garden and for any outings and takes action to manage or eliminate any risks. She has a current first aid certificate and there are suitable arrangements for recording accidents and medication. Children are protected from cross-infection because the childminder follows good hygiene practices. Meals are nutritious and children's well-being is also enhanced through good opportunities for fresh air and exercise. All the required policies, procedures and child records for the safe management of the provision are maintained.

The childminder enjoys a positive relationship with parents and kind words in cards evidence that they are happy with the quality of provision. Settling-in sessions and child record forms encourage parents to share information about their child so children's individual needs are met effectively. Parents are asked to sign that they have viewed the policies and would also be provided with copies if requested. On an ongoing basis the childminder takes time to give parent's feedback each day. However, parental involvement that supports continuity and progression for children is not being encouraged. For example, sharing of information with parents about what children can do or need help with when they first attend and continuing children's learning at home.

The provision is very inviting for the children and effective deployment of resources promotes children's independence. The childminder is committed to promoting better outcomes for children. For example, key areas for future development include accessing training to consolidate her knowledge of the Early Years Foundation Stage and improving the planning and assessment arrangements. The childminder has started to use a self-evaluation document and shares the vision for the future with her co-childminder. However, parents' views are not sought and this means that self-evaluation is not always effective. The childminder is committed to providing good-quality sustainable resources and children gain a good awareness of healthy lifestyles.

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

Children thoroughly enjoy their play and make steady progress across the six areas of learning because the childminder supports them appropriately. Planning provides a suitable balance of adult-led and child-led activities along with outings. As a result children participate in purposeful play and exploration. For example, children show plenty of natural curiosity as they explore a variety of things, such as shells, sponges, wooden spoons and egg cups. This stimulates children's senses, imagination and creativity. Counting toys into boxes with the childminder promotes children's awareness of number and they become aware of colour and shape in creative activities. This is supporting children's mathematical

development, and enhancing familiar rhymes with finger puppets or books stimulates toddlers language skills as they begin to sing along. The childminder is starting to use observations, photographs, work products and the Early Years Foundation Stage profile to identify and plan for children's next steps in learning. Every child has a development file and the childminder recognises that their starting points are not identified in the planning or assessment arrangements. Therefore, children achieving as much as they can is not always maximised.

Children's fascination in nature is supported through a range of activities, such as, feeding the rabbits or leave rubbing, and they show obvious enjoyment when playing with farm animals in small world. Toddlers name the pig and imitate the noise they make, but toys are rotated on a daily basis. Therefore, children don't always have opportunities to revisit activities and consolidate their learning, such as, adding resources to extend their vocabulary. On walks the childminder encourages children to press the green man at the pelican crossing. This promotes children's awareness of technology and develops skills for the future.

Children enjoy warm relationships with the childminder who is very attentive and has a lovely rapport with them. A kind word of praise or spontaneous cuddle also promotes children's emotional well-being. The childminder encourages polite interactions and, as a result, toddlers are caring as they pass baby's toys, and helpful when tidying away toys. She is also skilful at making sure children feel special because she has a high level awareness of their different personalities. This is reflected in the children's happiness and confidence. Small world dolls in wheelchairs and socialising with children from different cultural backgrounds at toddler groups also promotes young children's awareness of similarities and differences. On enjoyable walks to the local area. Children are also supported to be safety conscious because the childminder teaches them about road safety.

Children thrive because the provision is well maintained, with plenty of natural light and space for babies to crawl around. Feeding, nappy-changing and sleeping routines meet their individual needs. Children become aware of personal hygiene because the childminder has established good hand-washing routines. Children are supported to make healthy choices about what they eat because they enjoy freshly prepared meals, such as fish with boiled potatoes, mixed vegetables and white sauce. Children also gain good skills in independence as they help themselves to drinks. In the garden, push-along toys stimulates babies' walking and toddlers relish in climbing steps, running in the fresh air or mark marking with chalks. This promotes children's physical skills and also helps them to adopt a healthy lifestyle.

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 | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

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 | 3 |
| The extent to which children feel safe | 3 |
| 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 | 3 |

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