

Inspection report for early years provision

Unique reference number	EY281318
Inspection date	03/10/2011
Inspector	Anita Pyrkotsch-Jones

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 2004. She lives with her husband and two children aged 14 and 16 years old in Allerton, a suburb of Liverpool. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children under five years and four children over five years old. The childminder walks or transports children in a car to places of interest and attends the local playgroup and toddler group. She has a level 4 early years qualification. The childminder is the Chairperson for the local childminding network

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development across the early learning goals because the childminder has a secure knowledge and understanding of the Early Years Foundation Stage. It is because of this, that she is able to meet the individual needs of the children in her care. The childminder provides a welcoming environment where children learn and have fun. She plans exciting activities but does not always link them to the six areas of learning nor does she use planning to inform the assessment of children's progress. The childminder monitors and makes improvement to the provision through the use of self-evaluation, which has a positive impact on the service that she provides. Children benefit from the good partnerships with parents, carers and other professionals that have been developed. An effective two-way flow of information has been established and parents are encouraged to contribute to the evaluation of the provision.

What steps need to be taken to improve provision further?

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

- develop the planning and observation of children to clearly focus on the areas of learning and develop assessment of children's development and skills to link to all of the early learning goals to show progress overtime.

The effectiveness of leadership and management of the early years provision

Children's welfare and well-being are safeguarded effectively as the childminder has effective policies and procedures in place to ensure that the children are kept safe whilst in her care. She is aware of her responsibilities towards the children and attends annual training to update her knowledge and understanding of

safeguarding policy and practice. Parents receive a copy of the safeguarding policy and the childminder is aware of the steps that she would take if she has any concerns regarding the welfare of a child. Care provided for children is in a safe and secure environment. Potential hazards are identified and addressed through an effective risk assessment process that covers all aspects of the setting and includes use of the car and visits to places such as playgroups, the park and museum. Comprehensive policies and procedures are shared with parents through the parent's handbook that provides useful information about the provision. Policies, procedures and risk assessments are regularly updated.

The childminder uses self-reflection and evaluation to effectively review the quality of her provision. Many strengths and areas for improvement are identified through the detailed completion of the Ofsted devised self-evaluation form. She encourages parents and carers and the children themselves to contribute to the evaluation of the service. For example, the children have asked for more visits to the park and the introduction of crackers at snack time. The childminder has now acted upon this feedback. There is a strong commitment to continuing professional development and the childminder has attended a wide range of courses. She has attended training on planning and assessment and is incorporating this into her practice. However, it is currently at a very basic stage. She has also undertaken a Level 4 early year's qualification since the last inspection. The childminder has a good knowledge and understanding of the Early Years Foundation Stage and child development, which she uses to meet the individual needs of the children. The environment is well-resourced, stimulating and inviting, particularly the outdoor area which the children have open access to.

Children benefit from the good partnerships with parents, carers and other professionals that have been developed. An effective two-way flow of information has been established and parents are encouraged to contribute to the evaluation of the provision. They are complimentary about the service that she provides. They are able to review their child's learning journals at anytime and the childminder has been designated by some parents as the main contact at additional settings that some of the children attend. The childminder is the chairperson of the local childminding network and has built relationships with other providers of the Early Years Foundation Stage.

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

Children have high levels of self-confidence and are developing skills of independence in the caring and stimulating environment that the childminder provides. Children make good progress through the early learning goals because the childminder is flexible in her approach, which enables children to make choices about their learning. The childminder knows the children in her care well and is able to meet their individual needs. Children's current interests are documented on a weekly basis and planning sheets list activities, visits and new resources for the week. The childminder plans activities that take into account the children's interests and abilities. However, planning does not comprehensively link to the six areas of learning. It does not consistently link to the observation of children and

the documentation of their progress. The childminder regularly carries out a range of structured observations of the children and is able to identify what the children are learning from activities. Although, many observations highlight next steps for learning, this is not always consistent.

Children are provided with exciting activities and experiences of visits to local parks, farms, museums and playgroups. Samples of children's mark making and artwork are collected in individual learning journals and are dated. These illustrate how children have made progress and developed their skills. Planning sheets sent by other settings attended by some of the children, keep the childminder informed about the children's learning and development and help her to link activities with those of the other settings. The current system that is in place to track the children's progress towards the Early Learning Goals is basic and does not comprehensively cover all aspects of learning and development.

The childminder has a good knowledge of children's learning and development and provides resources and activities to promote this, for example, a young baby who is able to sit up and reach for toys is given interesting resources placed close to them to encourage this. Children select resources independently and have growing levels of concentration. Cards showing numbers and their quantities are displayed around the room and children are encouraged to identify the numbers. They demonstrate skilful role play and creative skills with the tea set in the play cottage, cutting slices of cake and pouring tea. Children enjoy playing and interacting with adults. The praise they receive boosts their confidence and raises their self-esteem.

Visits to the local library for story time support the children's language skills and the children join in enthusiastically with singing and action songs. Children have opportunities to develop their physical skills when using the trampoline and slide in the garden and when they visit the local park and playground areas. The raised decking area provides a variety of activities, including sand and water play and is fully covered, offering shade on sunny days and shelter on rainy days. Children are learning about growing and caring for things in the environment and have grown strawberries in the garden, tomatoes and runner beans. This helps the children to begin to understand the importance of fruit and vegetables in a healthy diet.

Children's health and well being is effectively promoted. Suitable precautions are taken and hygiene routines followed when children are changed. Children have their own individual cloths and wash their hands before and after eating. The childminder sits and eats with the children at lunchtime, talking to them and making meal time a social occasion. Children have constant access to water, which ensures that they remain hydrated throughout the day. Children feel safe on the premises because there are security measures in place, such as safety gates, doorstops to prevent fingers getting trapped and cupboard locks.

The childminder has started to introduce world foods into the children's diets, such as Greek salads, sweet and sour dishes and curries. She is aware of the children's individual dietary needs and prepares meals using ingredients that are free from additives. The childminder has a good knowledge of child development and

through experience and observation is able to raise concerns about children who she feels may have additional support needs.

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	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	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