

Inspection report for early years provision

Unique reference number	EY425341
Inspection date	10/10/2011
Inspector	Frank Kelly
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 one child aged six and works with a co-childminder in her home which is situated in the Speke area of Liverpool. The whole of the ground floor and a bathroom and bedroom on the upper floor is used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children under eight at any one time. Of these, three may be in the early years age range. When working with an assistant, six of the children may be in the early years age range. There are currently nine children on roll, of these seven are in the early years age range. The childminder is also registered to care for children aged over eight on the voluntary part of the Childcare Register.

The childminder has a recognised qualification in childcare and is a member of the National Childminding Association. She receives support from the Local Authority and takes the children out regularly to visit parks and other local places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are enthusiastically welcomed into this home and their individual needs effectively established with parents to ensure they receive inclusive care. The home is very clean, organised well with a suitable range of resources that children can independently access. Enthusiastic adults and a developing system for assessment and planning are successfully helping children to make good progress in their learning and development. The childminder, in most instances, maintains all the required regulatory documentation for each child. Self-evaluation, although not formalised, is undertaken on a regular basis and identified improvements for the future are well chosen.

What steps need to be taken to improve provision further?

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

- increase resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- when planning activities consider how to introduce a wider range of information and communication technology equipment for children to play with, such as torches, transistor radios or karaoke machines.

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of the steps to take to safeguard and protect the children. She has an informed knowledge of the Local Children's Safeguarding Boards procedures; including being able to recall the contact number without reference to her written policies and documents. She keeps her home immaculate and implements good hygiene practices to promote the children's health and well-being. Regulatory documentation is efficiently maintained with the one exception. Although the childminder has requested that parents complete a consents' form and a proforma has been provided for this purpose for parents to complete; the childminder has failed to ensure that the written parental permission to seek emergency medical treatment has been returned and is therefore not held for the one child. This is a breach of regulation and the childminder is required to take immediate action to resolve this.

On a day-to-day basis the practise implemented by the childminder and her colleague, protects the children very well. She works efficiently with her co-minder to ensure that children are well supported and receive rigorous supervision. Good quality safety equipment is in place and a thorough risk assessment has been completed. This is complimented further with daily checks throughout the home. The home is very child-friendly and the children move with ease and confidence as they self-select toys and activities that are suitable for their ages and stages of development. For instance, toddlers seek the musical instruments, delighting in the 'tooting' noises they make on the mini-saxophone and the 'clacking' of the castanets.

The childminder demonstrates a commitment to evaluating and improving her service. For example, she is currently working towards an additional professional qualification. She is receptive to the views and suggestions of others. For example, although it is her home, she is enthusiastic and accepting of the ideas for communicating with parents and children suggested by her co-worker. She acknowledges the improvement and the benefits of the recently introduced information boards. In addition, the childminder clearly communicates her plans for future improvement. For instance, she recognises that her range of resources that reflect diversity are satisfactory. She has plans to extend these, so as to further the opportunities for children to talk about their own lifestyles and beliefs and those of other people.

The childminder's engagement of parents is very good. She is warm and welcoming on their arrival and ensures that the visual information boards provide additional daily updates. Detailed information records and a series of settling-in visits are used to clearly establish children's unique needs. An updated photographic record of the activities undertaken by each child is prepared by the childminder and presented to the parents on a monthly basis. At present, the childminder is not required to work with other professionals and services. However, she has a sound understanding of the steps to take regarding partnership working, should any child have a special educational need or receive shared care with other providers, such as schools.

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

The Every Child Matters outcomes for children are promoted very well in this home. Children benefit from the close and secure relationships that have been established with the adults that care for them. Consequently, the children display a strong sense of belonging and security within the home. They seek cuddles and reassurance when strangers arrive but after gentle reassurance are soon busy and active in their play. They shriek with joy when they find favourite toys, such as the animals. The childminder encourages the children to name the animals. She encourages them to make noises, such as the trumpet of an elephant; praising them for their efforts, which is promoting their self-esteem. The adults in the home provide a positive role model for the children and encourage them to be thoughtful of each other. For example, to make room at the table so they can all share the crayons. The childminder models, 'please' and 'thank-you', praising the young children when they mirror her examples. Children's health is promoted as they enjoy fresh air and regular exercise. Her home has a garden with a suitable range of climbing stations and other activities, such as trikes and skittles. They take regular walks to visit the play park or feed the horses in the field. Indoors, children pretend to be aeroplanes; they stand waiting expectantly as she counts one, two, three, before they run around the room with their arms spread out. Children are provided with a varied and nutritious menu and enjoy sleep and restful activities as meets their individual routines.

A record of the children's learning journey has begun to be created and the childminder and co-minder have a system to make simple notes linked to the children's interests and any activities which they have participated in during each week. They spend one night per week evaluating and planning activities to help extend the children's wider knowledge and individual skills. The effective use of themes, help the children enjoy a cross-curricular activity programme. For example, they practise their early writing skills as they make 'letters' to post. They greet the postal worker and the childminder talks to the children about the different forms of transport used, for example, the delivery van and the bike. All of these help to extend the children's breath of vocabulary. Regular formal observations form part of the childminder's planning systems for helping children's next steps of learning and parents are invited to add their comments to her observations. She plans well to support children prepare for changes, such as caring for the dolls when a new baby is due in the family. The resources in the home ensure children have play materials that help them enjoy experiences that span each of the six areas of learning. However, at present, although there are some types of information and communication technology such as mini computers, the childminder has not considered how the range could be extended further, to allow children to explore a wider variety.

During their day, the children enjoy stories and singing songs; they sing along to themselves during their play and respond to familiar favourites. For example, the childminder sings 'see saw' as she passes a child on the reindeer rocker. The child giggles and replies, 'Marjorie daw'. They participate in a range of creative activities

and have access to resources that encourage them to problem solve, such as threading frames, posting boxes, and jigsaws. These types of activities provide early experiences successfully help children to develop skills to help promote their future learning.

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	3
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
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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

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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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