

Inspection report for early years provision

Unique reference number	EY289471
Inspection date	20/10/2011
Inspector	Jean Thomas
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 2004. She lives with her husband and three children aged one, seven and 10 years in Irby, Wirral. The whole ground floor of the house is used for childminding. There are toilet and rest facilities which are situated on the ground and first floor levels. There is a fully enclosed outdoor play area. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children, of whom, no more than two may be in the early years age group at any one time. The childminder is currently minding two children in the early years age group. The childminder offers care to children aged over five years. She is registered on the compulsory part and voluntary part of the Childcare Register. She accesses local authority support and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and its underlying principles to effectively support children's learning and development. The childminder provides a welcoming and enabling environment where children's uniqueness is respected. She works in partnership with parents to meet children's individual needs. The childminder's self-evaluation systems identify the strengths of the provision and to prioritise areas for improvement

What steps need to be taken to improve provision further?

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

- develop further the planning for children's next steps in learning and development to support their progress towards the six early learning goals
- develop further links with other providers delivering the Early Years Foundation to the minded children and use information gathered to promote continuity and progression
- develop systems for parents to contribute to the planning process to enhance their involvement in their child's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding issues. She has prepared a written policy which is shared with parents to make them aware of her responsibility to follow procedures to protect children from harm. The childminder maintains accurate records to support her in meeting children's individual needs.

Comprehensive risk assessments are in place for the setting and for outings to promote children's safety.

The childminder evaluates her provision to identify her strengths and areas for improvement. Parents are involved in the evaluation to seek their views as part of a reflective and collaborative process. The childminder has undertaken training including Early Years Foundation Stage and food safety and maintains her First Aid qualification to ensure her knowledge is secure. The childminder has amended the safeguarding procedure in response to the recommendation from the previous inspection. Including more detailed information makes the procedure a more effective working document.

The childminder organises the playroom to promote children's independence in their play. The children have access to a wide range of toys and books set out at a low level to offer them variety and challenge in their play. These include an extensive range of resources to support children's understanding about the diversity of society. The children are currently involved in activities relating to the Diwali celebrations and have made paper lanterns and completed colourful art work. The children learn about their local community as they enjoy regular outings to children's groups, the library and parks. The childminder aims to raise children's awareness of sustainability through their involvement in practical activities, such as recycling and using appropriate recycled materials for craft work.

The childminder is committed to meeting individual children's needs within an inclusive provision. Each child is respected and valued as an individual. In this welcoming setting children's sense of belonging and their self-esteem is effectively nurtured. From an early age children confidently make decisions, such as in the direction of their play, choosing resources and deciding what they want to eat. The childminder responds to children's communication as they make their food and play preferences known.

The childminder develops good partnerships with parents. There are effective on-going communication systems to ensure a good exchange of information, both verbally and through the sharing of records. The childminder creates individual children's learning journals which is a record of their progress shown through photographic evidence, samples of their work and documented observations. These records are shared with the parents. However, parents are not contributing to the observation, assessment and planning process to enhance their involvement in their child's learning and development. The childminder liaises with other providers delivering the Early Years Foundation Stage to the children she minds. However, it is less clear how the information gathered is used to complement the personalised planning to promote continuity and progression.

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

Children develop very good relationships with the childminder and other children, evidenced through the enjoyment they show when relating to one another. This

provides a firm foundation to promote children's learning and development. The childminder implements in practice her understanding of the Early Years Foundation Stage to support children's good progress. The childminder knows children well and has a good understanding of children's capabilities. She plans a balance of adult-directed and child-led activities. However, the planning for individual children does not identify that the six areas of learning are being considered to support their progress towards each of the learning goals.

Children confidently explore the resources in the play room and make choices in their play. The childminder promotes children's language development in the knowledge that communication skills impact on all areas of learning. She encourages children to talk about what they are doing, she repeats words for them to hear the correct pronunciation, asks questions and responds to their communication. The children and childminder sit together at floor level and play a card game focusing on identifying colours. The childminder introduces mathematical language as they play. The children confidently change the direction of their play and indicate that they want to draw. The childminder meets their request. The children make marks developing early writing skills and they are creative in selecting the colours of their choice. The children demonstrate their developing use of problem solving skills and their deepening level of concentration. Through trial and error they work out how to fit the shapes into the shape sorter and inset the jigsaw pieces. Overall children have good opportunities develop skills in communicating, literacy, numeracy and information and communication technology, which has a positive impact on their future economic well-being.

The childminder's approach to developing children's understanding of a healthy lifestyle is excellent. The children pursue outdoor activities each day. They enjoy an extremely wide range of activities which allows them to be exuberant and expressive in their movements both indoors and outside. For example, indoors they crawl through tunnels, ride on trikes and enjoy the rocking horse. The large outdoor play area is used throughout the year. The childminder primarily walks with the children instead of driving to local destinations. She aims for children to learn to enjoy all types of physical activity by making it fun. Children benefit from a healthy diet of freshly cooked foods and drinks are readily available. Activities such as growing vegetables stimulates children's their interest in trying different foods. Vegetables are grown from seed to demonstrate to children that food does not just come from a supermarket. The childminder is an excellent role model. She shows children genuine respect in what they do and in response to their actions. The childminder's behaviour management strategies support children's learning of acceptable behaviour and to respect towards each other. The toddlers play along side each other, showing their increasing understanding of taking turns and sharing through the sensitive guidance of the childminder. From an early age children learn to take responsibility for their environment as they happily help to tidy away the play materials. The childminders effective partnership with parents results in a consistent approach to dealing with any behavioural issues that may arise. The children's involvement in fundraising charity events helps them to learn about being kind and considerate towards others in the wider community.

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
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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	1
The extent to which children make a positive contribution	1
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