

## Inspection report for early years provision

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| <b>Unique reference number</b> | 306045      |
| <b>Inspection date</b>         | 17/10/2011  |
| <b>Inspector</b>               | Joanne Law  |
| <b>Type of setting</b>         | 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 1996. She lives with her husband and two adult children, aged 14 and 17 years old, in Irby, Wirral. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for five children at any one time and is currently minding three children in the early years age range, all on a part-time basis. The childminder attends a local toddler group and takes children out into the local community on a daily basis.

The childminder drives and walks to local schools to take and collect children. The family have a dog, two cats, guinea pigs, reptiles and fish.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has organised her home well which enables the children to enjoy their time in a welcoming and stimulating environment. Children's unique needs are well met and they make good progress in their learning and development. Documentation to ensure the safety and welfare of children is in place. The childminder has made good progress to develop her service, since her last inspection and demonstrates the capacity to maintain continuous improvement. Good partnerships are developed between the childminder and parents to ensure that the needs of all children are met.

## **What steps need to be taken to improve provision further?**

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

- develop a system for regular fire evacuation drills to be carried out and details recorded in a log book of any problems encountered and how they were resolved
- enable young children to develop good hygiene practices by encouraging them to routinely wash their hands prior to eating.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and well protected because the childminder is knowledgeable about local safeguarding policies and has effective procedures in place. Comprehensive risk assessments are in place, that include outings and means children are protected well both within the home and when outside. The

home is safe and secure. Children are further protected because the childminder keeps good records, including medication, accident and attendance records.

The childminder has a good knowledge of the Early Year's Foundation Stage and uses this well to support children in their learning. The childminder provides a welcoming environment by displaying examples of children's artwork. The home is well organised and accessible to the children. For example, children actively choose their own resources which enables them to thrive and make good progress in their development. She provides the children with varied and imaginative resources and equipment that is well maintained. The childminder is aware of her strengths and weaknesses. She has improved her record keeping which she identified as a weakness. She has addressed the previous recommendation promptly and effectively. The childminder is able to self-evaluate and is motivated to seek further improvement, she has attended relevant training to update her knowledge. She monitors the progress of children and adapts her teaching around this, including differentiating activities to meet the needs of all children and changing plans to follow children's interests.

The childminder forms close working relationships with parents and carers and their feedback holds positive comments about the service. The childminder and parents share important information about children's starting points and ongoing progress. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. The childminder also works with other settings to support individual children so that information is shared to promote children's learning and development. The childminder is welcoming to all children and their families. She establishes a good two-way flow of information with parents to ensure she meets children's individual requirements. She speaks to parents at the end of the day and provides them with a written report to share information about how the children have spent their time with her.

An effective equal opportunities policy is regularly reviewed and supports the childminder well. This means that the individual needs of all children are met and all children are included fully, for example, the childminder plans for each unique child and has a clear understanding of learning styles. Resources are available that promote positive images of diversity and enhance children's awareness of the wider world.

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

Children are making good progress in their learning and development because the childminder has a good understanding of how children learn through play. Children enjoy an interesting range of activities which have clear links to the areas of learning. A systematic way of recording observations is in place. These are then used to inform planning to meet children's individual needs and interests.

Children settle well in familiar surroundings where the childminder is sensitive to

their needs and interests. Children demonstrate their independence as they move around the home selecting different toys and resources to play with. The good organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners. There is low level shelving to access creative materials along with toys, tables, sofas and floor space. Children's language development is well supported by the childminder through positive interaction and she reinforces children's understanding using questions, statements and making learning fun. Children's awareness of people's differences is promoted as they are able to access a variety of resources and celebrate different festivals and celebrations, including Chinese New Year and Christmas. A range of electronic toys give children opportunities to acquire basic skills in operating simple equipment, including a laptop and computer.

Young children are not always encouraged to wash their hands prior to handling food, however, the childminder demonstrates how and when this is normally done in order to develop children's understanding of good personal hygiene. Children have their own personalised towels and face cloths. Through nutritious snacks and meals the children are developing a good understanding of making healthy choices. They have recently grown cress to interest children further. Overall, opportunities for children to be active are good. They frequently use the local community for walks and to access toddler groups. They also play outdoors in the large enclosed garden. The childminder has indoor physical activities for the children, this includes soft play equipment. Other equipment they access, includes bats, balls and small sit-and-ride toys, that all support children's healthy growth and physical development. In addition, through painting, drawing, threading and malleable activities, the children are developing their dexterity and co-ordination skills.

Children enjoy books, turning pages to look at pictures and gaining good listening skills whilst the childminder reads to them. Children have opportunities to solve problems and play with new ideas. Children enjoy using small world toys and are able to recognise colour during play, the childminder takes these opportunities to extend children's learning. The childminder shows a commitment to sustainability as children have opportunities to recycle.

Children are learning to keep themselves safe through practical daily routines and the childminder's guidance and discussions are held regarding what to do if there is a fire. However, children do not practise evacuation procedures to further their understanding. Their behaviour is good and lots of praise is given for positive behaviour. As a result, they are developing good self-esteem and understand when they have done well.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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| 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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