

Inspection report for early years provision

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| Unique reference number | EY427217 |
| Inspection date | 16/11/2011 |
| Inspector | Margaret Mellor |
| 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 partner and child aged two years, in Aintree, Liverpool. The whole of the property except the main bedroom is used for childminding. Accessibility to the premises is via a slope to the front door. There is a fully enclosed garden available for outside play. 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 five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, whom attend on either a full- or part-time basis. The childminder also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works effectively with parents and the needs of all children are routinely met through recognising the uniqueness of each child. Well-developed knowledge of the Early Years Foundation Stage ensures that all children make good progress in their learning and development. The vibrant learning environment positively promotes good behaviour and independence. Good emphasis is given to keeping children safe and promoting their well-being. The planning for improvement, including the processes of self-evaluation, are good. This is resulting in a provision that is responsive to the needs of all the children.

What steps need to be taken to improve provision further?

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

- provide resources that challenge children's thinking and help them to embrace differences in special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

All children are safeguarded because the childminder has attended relevant training and is secure in her knowledge of the procedures to protect them from harm or neglect. Regular risk assessments for her home and garden and any outings helps the childminder to manage or eliminate risks effectively. The childminder has a current first aid certificate and there are suitable arrangements for recording accidents and medication. Children are also protected from cross-infection because the childminder has accessed food safety training and vigilantly

follows good hygiene practices. Welfare of children is further enhanced because nutritious meals, activities and good opportunities for fresh air and exercise promote their good health. All the required policies, procedures and child records that are required for the safe management of the provision are maintained.

The childminder enjoys a meaningful partnership with parents and kind words in questionnaires evidence that they are delighted with the quality of provision. Parents are provided with good quality information about the provision and are required to sign that they have received the policies. Settling-in sessions are offered and 'All about me' booklets encourage parents to share information about their child when they first attend. Therefore, children's individual needs are met effectively. On an ongoing basis individual day diaries ensure that parents are well-informed about their children's welfare and progress. This means that children can continue their learning at home. The childminder is also aware of her responsibility to liaise with external agencies to support children's individual needs, and other providers delivering the Early Years Foundation Stage for them.

Children thrive because the childminder has developed a culture of reflective practice and is using a formal self-evaluation document. Improvements have had a positive impact on the outcomes for children, for instance, sensory resources have promoted inclusion. Plans for future development are well targeted, and 'Active play' training has identified improvements to the outdoor provision. The childminder is also committed to professional development evident through regular attendance at training events. All children make good progress in relation to their starting points and enjoy a suitable learning environment because deployment of resources is superb. The childminder is also committed to providing good quality sustainable resources, and children gain a suitable awareness of healthy life styles.

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

All children make good progress across the six areas of learning because the childminder actively supports them and creates a stimulating learning environment. Planning provides appropriate challenges and a good balance of adult-led and child-led activities both indoors and outdoors. Therefore, children participate in purposeful play and exploration. The childminder is also very skilled at enhancing what children enjoy and a visit to the farm supports their fascination in small world play with animals. Every child has a learning journey and the childminder assesses their progress and uses observations effectively to identify and plan for each child's next steps. As a result, all children make good progress towards the early learning goals. Parents are also actively involved in their learning because they support with problem solving skills, such as inset puzzles. Therefore, children's progression is effectively supported and this helps them to achieve their full potential.

The provision is very inviting for the children with large cushions for them to snuggle up on and accessible, open ended resources that enable them to become inquisitive, active learners. As a result, they eagerly choose whether to construct a train with interlocking carriages, draw on the chalk board or make cups of tea in pretend play. Children also use all of their senses when exploring conkers, jelly,

music or books and respond with gleeful chuckles when chasing bubbles. This further challenges their imagination and creativity. Young children have great fun making a garage out of a large box and this helps them to become aware of colour, shape and design. Therefore, they are developing good mathematical skills and early communication skills are also supported effectively. For example, good pronunciation encourages toddler's repetition of words and flash cards are supporting their next steps in learning. Young children also become aware of technology through programmable toys, which also promotes skills for the future.

The childminder has a lovely rapport with all the children and is very skilled in making sure they feel special through her high level awareness of their different personalities. This promotes children's emotional well-being, and a stimulating display of their Autumn pictures further boosts their self-esteem. This is reflected in children's happiness and the warm relationship they enjoy with the childminder. Children develop behaviour appropriate to good learners because the childminder is a positive role model. As a result, young children spontaneously say 'thank you', and toddlers are helped to take turns to blow bubbles. Enjoyable walks helps children to learn about their community, and choosing fruit in the local shop also aids them to make healthy choices about what they eat. Children are also helped to understand some differences in the society they live through posters, books or play with different ethnic dolls. However, positive images of special educational needs and/or disabilities are not broadly incorporated into the range of resources. Therefore, helping children to embrace differences is not always challenged.

Continuity of care and good adult support helps all children to have a good feeling of safety. The childminder also teaches children how to keep themselves safe, and joining in local road safety activities also helps them to play a part in the wider community. Children thrive because the provision is very clean, and adopt good hygiene practices because the childminder has established good handwashing routines. They also gain good health and bodily awareness through independently helping themselves to drinks of water when thirsty. Toddlers respond with gusto as they move like animals when copying actions to rhymes, and outdoors love to splash in puddles, dig or crawl through tunnels. These activities promote children's physical skills, and also helps them to learn how to lead a healthy life style.

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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| 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

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| 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 | 1 |
| 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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| 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

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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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