

Inspection report for early years provision

Unique reference number	EY285133
Inspection date	01/12/2011
Inspector	Mrs Andrea McGanity
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 two children aged four-years-old and eight-years-old in Upton, Wirral. The whole of the property is used for childminding with the exception of the dining room on the ground floor. 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 also has two assistants who support the setting.

The childminder is registered to care for a maximum of five children under eight-years-old, of whom no more than three may be in the early years age range. There are currently nine children on roll; of these three are in the early years age group. The childminder also offers care to children aged over five-years-old. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

When working with an assistant, a maximum of 11 children under eight-years-old may be cared for.

The childminder supports children with special educational needs and disabilities and children who speak English as an additional language. She networks with other local childminders and is supported by her local authority. The childminder walks to the local schools and nurseries and visits local places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly benefit immensely and thrive as a result of the care they receive. Good knowledge of each child's needs, good quality interaction and an effectively organised learning environment ensures that the childminder promotes children's learning well. Partnerships with parents and others support and encourage the excellent progress that children make and help the childminder to meet children's individual needs.

The childminder demonstrates a strong commitment for improvement and the self-evaluation systems in place and actions taken, demonstrate a good commitment to ensuring continual improvement in the setting.

What steps need to be taken to improve provision further?

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

- develop the opportunities for children to make choices about what they do, for example, by providing pictures of resources not immediately accessible.

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of her responsibility to safeguard children's welfare. She has excellent arrangements in place to ensure their safety while effectively promoting their independence. The childminder has attended training to support her to identify the potential indicators of child abuse and is familiar with the process to follow should she have need to refer her concerns to the Local Safeguarding Board. Risk assessments are rigorous and are regularly updated. They are thorough and identify potential hazards in the setting. This means that the children are able to move safely and freely around the childminders house.

The environment is very well organised and accessible to children. The low level storage of the very good quality resources enables children to make their own choices about their play. Resources are plentiful, which are supportive of children's interests and development needs. However, the organisation of some of the resources inhibits children's ability to make independent choices. The childminder has an acute awareness and informed understanding of children's individual needs and promotes inclusion and equality by ensuring that all children are fully involved in activities.

An exceptional commitment to engaging with parents and carers ensures that children's care is carefully coordinated to reflect their constantly changing needs. This means that parents are fully informed of their children's progress and activities. For example, through the use of detailed daily verbal feedback, informative displays and the regular sharing of children's assessment records. The childminder is highly committed to working in partnership with other provisions and professionals. There are very well established channels of communication between all partners involved with the individual children. For example, they used a communication book with each other and this successfully promotes the children's learning, development and welfare.

The childminder is very aware of her strengths and weaknesses. She continually looks for ways to improve her provision for the children and to this end sets herself ambitious and appropriate targets. She has addressed the previous recommendation promptly and effectively. For example, she has implemented effective procedures to prevent cross-infections especially when hand washing.

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

Children demonstrate an extremely strong sense of security in the childminder's care. They approach her readily for attention, a cuddle or just to share a smile. Children show they feel extremely safe. They confidently move around the setting and make choices in their play. For example, when playing outside they happily select what they would like to play with. Children also learn about fire safety by

taking part in fire evacuation practices.

Children are very keen to attend and make significant progress in their learning. The childminder is very clear about her awareness of each child's progress towards the early learning goals. Children's progress is clearly noted in their learning records, which include a descriptive observation and photograph. This helps the childminder and parents see how well children are progressing. Children clearly thoroughly enjoy themselves and excitedly take part in any adult-led activity as well as happily making their own choices about their play. The childminder interacts well with children, getting down on the floor and participating in their activities. For example when singing 'I'm a dingly dangly scarecrow' and when playing with the kitchen and pretending to cook, fried eggs.

The children enjoy playing with the magnetic jigsaw and catching the pieces with their rods. The childminder supports the children well in their learning through the good use of open ended questions to promote language and thinking. The childminder listens to the children, responding well to their requests. She gives the children a choice of what they would like to play with. For example, the children want to play with the dolls pram and the childminder asks if they would like the dolls too. They express themselves when sticking and gluing making their snowmen. The childminder also uses this opportunity to count with the children by asking how many eyes they need for their snowman.

Children have ownership of their health and demonstrate that they are very well informed about healthy living. They know they need to wash their hands before snack and after being in the garden to get rid of germs. Children enjoy healthy, home-made nutritious meals and snacks. Their understanding about healthy eating is extended because they eat the vegetables that they have grown themselves in the childminders garden. They also plant daffodil bulbs in the garden and enjoy digging in the compost. They enjoy many opportunities for exploring their local community, for example, they interact with their peers through regular attendance at the local toddler groups and visit the local park and other places of interest.

Children behave really well in the setting because the childminder gives clear explanations and sets appropriate boundaries. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the childminder makes effective use of books and activities to introduce new ideas and promote diversity.

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	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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	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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