

## Inspection report for early years provision

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<b>Unique reference number</b>	EY429924
<b>Inspection date</b>	20/12/2011
<b>Inspector</b>	Janice Ellis

<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 registered in June 2011. She lives with her partner and two children in Greasby in the Wirral. The ground floor and main bedroom are used for childcare purposes. Toilet facilities are provided on the ground floor. There is a rear garden for outdoor play.

The childminder is registered to care for a maximum of five children, of whom two are in the early years age range at any one time. There are currently two children on roll.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is able to take children to and collect them from the local schools and pre-schools. The family have a small dog and a cat both have limited access to the children. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are very safe, secure and happy in this setting. The childminder knows each child very well and ensures that their individual needs are met. Partnership with parents is particularly strong and ensures that children are making good progress towards the early learning goals. Rigorous safeguarding procedures ensure that children are extremely well supported and cared for. Ongoing self-evaluation has identified that resources reflecting the wider community are limited at present.

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

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

- ensure resources reflect the diversity of children and adults within and beyond the setting.

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

Children are safe and very well protected in the setting because the childminder is extremely knowledgeable about safeguarding procedures and knows how to act on any concerns appropriately. There are rigorous procedures in place to ensure the safety and well-being of the children. For example, there is a strict monitoring procedure of all visitors to the childminder's home. The childminder supervises the children exceptionally well and uses detailed risk assessments to ensure that the areas and equipment used by the children are safe. Daily checks are done of

everything the children come into contact with; new resources or activities are meticulously checked before use. The childminder is a trained nurse and has recently completed a paediatric first aid course. Children are further protected by the comprehensive accident, medical and attendance records kept by the childminder.

The childminder is knowledgeable about the Early Years Foundation Stage and uses this knowledge well to support children in their learning. She plans suitable activities to meet individual needs or interests. She is also a responsive, enthusiastic play partner and joins in activities chosen by the children, such as spontaneous singing and dancing. She makes good use of local playgroups and other venues, ensuring the children are receiving lots of different experiences across each week. She provides indoor and outdoor environments that are attractive and well organised appropriate resources and activities are accessible to the children at all times. The childminder records the children's achievements in individual folders which contain photographs, artwork and regular observations of their learning

The childminder is very aware of the strengths and weaknesses of her provision and continually looks for ways to improve, for example through more training in child development and the Early Years Foundation Stage. She attends meetings with other childminders and researches early years' issues to ensure continuous improvement to her provision. She sets appropriate targets for improvements in consultation with parents, discussion with other childminders and information from the local Sure Start children's centre.

The childminder forms extremely close working relationships with parents and carers and consults with them regularly about their children's learning and development. She obtains useful information about each child, such as their favourite toys, family members and what they like to eat, and she updates this regularly. She liaises closely with parents over issues like nap times during the day and sensitively balances the child's needs and the parents' wishes by, for example, providing a quiet area where a child can rest after lunch. This means that parents' wishes and children's individual needs are met very effectively. She also shares the records of each child's achievement regularly, through daily diaries, their learning journeys and their records of achievement. She welcomes suggestions and contributions from the parents which ensures that they become involved in their child's learning and each child is well supported in making progress towards the early learning goals.

The childminder is aware of the procedures for supporting children with special educational needs and/or disabilities. She knows where to seek extra support or training and would ensure that her provision is fully accessible to every child and their parents. Although she has some resources that reflect the wider community, she is aware of the need for more dolls, books and role play items that support children's understanding of diversity.

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

Children feel safe with the childminder and display high levels of confidence in her. This is because they know she meets their needs promptly, with enthusiasm and patience. They are each given individual attention; they are played with and talked to. They enjoy being in the childminder's home and have good relationships with the other children; they play together particularly well, laughing and jumping around holding hands. The children are confident to work with the childminder and make particular requests with confidence. The children use pens and other equipment safely and are given gentle reminders about safety rules, such as not putting pen tops in mouths, rolling the ball indoors instead of kicking, and sitting on chairs properly. The older children are also reminded about being careful not to knock into the baby, and to include her in their play.

Children's health is actively promoted through reinforcement of good hygiene habits and healthy food options offered at snack and meal times. The childminder makes all of the children's meals herself, such as homemade vegetable soup, lamb hotpot and lasagne. Milk, water and sugar-free juice are offered regularly to the children throughout the day and fresh fruit is offered at snack times. The children are given the opportunity to jump and dance to their favourite music while inside and use climbing and riding equipment in the garden. Frequent trips to the local playgroups and park give further opportunities for vigorous activity.

The childminder observes the children regularly and provides activities and resources that will support all areas of learning and development identified by the Early Years Foundation Stage. For example, the use of shape sorters encourages the development of manipulative skills and the recognition of shape, size and colour. There are plenty of colourful, exciting books which mean that the children are enthusiastic and confident in their use, and readily bring them to the childminder to share. There is access to mark-making equipment and drawing materials. The childminder reinforces natural opportunities for counting with small construction blocks, sorting into groups when tidying up the jigsaws, and matching the heads and bodies of the wooden animal pieces. There are toys with buttons and levers which the children press and move with confidence.

Children behave very well because their needs and interests are very well provided for. They are given individual attention, their verbal and non-verbal signals are responded to with kindness and enthusiasm and any minor conflicts between them are dealt with calmly and sensitively. The childminder explains what she is doing and is respectful to the children. For example, when a nappy needs changing she tells the child first, gives them time to finish playing and indicate when they are ready. This ensures that the children learn to treat themselves and others with respect.

## 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

<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

<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	1
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	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

<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**

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