

Inspection report for early years provision

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Inspection date	02/11/2011
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 2003. She lives with her husband and children aged seven and 12 years in Irby, Wirral. The whole of the ground floor of the property is used for childminding. The toilet facilities are situated on the first floor level. 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 four 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 four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register 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 the underlying principles to effectively support children's learning and development. This includes implementing effective systems to work in partnership with parents and other professionals. The childminder provides a wide range of activities which contribute to the children making good progress in all areas of learning. She effectively meets their unique needs and individual interests. The childminder is using self-evaluation systems to promote the continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- make sure there is a consistent approach in establishing children's starting points with parents to effectively inform the initial planning
- consider the organisation of the play materials to ensure it is fully beneficial to all ages of children to further enhance their learning and development
- revise the risk assessment to ensure potential hazards have been fully considered, such as the large equipment in the garden.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the childminder has a good understanding of her responsibility and legal duties with regard to child protection issues. Risk assessment procedures are carried out for children's safety. However, aspects of the assessment lack detail to ensure potential hazards have been fully considered,

such as the large equipment in the garden. The childminder organises her setting well to create an attractive and stimulating environment for children. Play materials and books are set at floor level to encourage children from an early age to make independent choices in their play. However, the depth of the play equipment storage boxes results in the younger children not being able to freely access some of the resources which are suitable for their age. There are positive images within play resources to enable children to gain a wider understanding of the world and to embrace differences.

The childminder is committed to the continuous improvement of her provision. She puts great importance and value on training to increase her knowledge and subsequently raise the quality of the provision. She has attended a wide range of training courses. The childminder uses self-evaluation systems to identify the strengths of the provision and areas for improvement. Parents' and children's views are sought as part of a reflective and collaborative evaluation process. The childminder has implemented the recommendations from the previous inspection, and water is now readily available to the children. This encourages them to respond to their bodily needs and to drink when thirsty.

Good relationships with parents and other professionals contribute to the development of an inclusive service, where all children are valued. A wealth of information is on display to keep parents well informed about the service provided. The policies and procedures pertaining to the provision are discussed with parents before the arrangement commences. Parents are kept well informed about their child's progress and daily well-being through effective communication systems. The childminder compiles individual children's learning journals, which form a good record of the progress children are making. The journals are a record of the childminder's observations, assessments and identified next steps in the children's learning and development. Parents are encouraged to be involved in their child's learning and they contribute to these records. The childminder respects parents' wishes on the care of their child and has all appropriate consents in place. Parents comment favourably about the quality of care their children receive. The childminder has contact with other providers delivering the Early Years Foundation Stage and the reception class teachers to promote continuity and progression.

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

The childminder uses her observations of the children and information she gains from parents and others, to plan a good range of activities which encourage children to settle quickly and take a keen interest in their learning. However, there are some inconsistencies in gathering information on children's starting points from parents. The childminder values outdoor learning and children benefit from a range of activities pursued in the garden and on outings to the urban farm, parks, the beach and the zoo. They visit local activity groups on a regular basis, helping them to widen their learning experiences and grow in confidence. Children form a secure and affectionate relationship with the childminder. She intuitively attends to the children's needs, both physically and emotionally, ensuring they feel safe and secure. Consequently, children are relaxed and happy at the setting and

confidently interact with the childminder.

The childminder uses everyday routines as learning opportunities, such as when out and about they look at the numbers on the buses, letters on road signs, compare the sizes of objects they find and explore textures. The childminder provides a treasure basket of objects to engage younger children's curiosity, prompting them to explore and learn through using their senses. Children's language development is encouraged through sharing stories together, singing and talking. The childminder responds to children's communication and speaks clearly for them to hear the correct pronunciation of words. Children have many opportunities to be creative and to develop their imagination, such as playing with imaginative play resources, in role play and through painting and craft. The children demonstrate their developing use of problem-solving skills. Through trial and error they stack a tower of beakers. The childminder encourages the children to recall the story of the three pigs and there is a real sense of fun as they blow the tower down at the end of the story. Children learn about technology as they operate interactive play materials. The childminder strives to develop children's appreciation of sustainability through nurturing their enjoyment and respect of the natural world. Children have good opportunities to develop skills in communicating, literacy, numeracy and technology, which has a positive impact on their future economic well-being.

The childminder nurtures children's enjoyment of exercise and being in the fresh air as she actively promotes a healthy lifestyle. Younger children are effectively supported in developing their mobility through having the space and resources to crawl and walk with high levels of independence. Parents provide the children's meals. The childminder supports children's understanding of healthy eating. She provides healthy options for snacks and attractive posters are on display of fruit and vegetables. The childminder protects children's health by implementing effective policies and procedures and by gaining detailed information about their individual needs before they attend and on an ongoing basis. The childminder is a good role model for children's behaviour.

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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