

Inspection report for early years provision

Unique reference number	EY426234
Inspection date	03/11/2011
Inspector	Jean Thomas

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2011. She works with another childminder in Aigburgh, Liverpool. They operate from the other childminder's home, whose husband and adult daughter live on the premises. All areas on the ground floor level, except for the living room, are used for childminding. There is a fully enclosed garden for outside play. There are a pet dog and two ducks at the setting.

When working alone, the childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with another childminder, she is registered to care for no more than 10 children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently four children attending who are in the early years age range, 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. The childminder is qualified to level 3 in childcare. She 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 its underlying principles, and effectively supports children's learning and development. She provides a welcoming and enabling environment, where children's uniqueness is respected. The childminder works in partnership with parents to meet children's individual needs. The self-evaluation systems are used to identify the strengths of the provision and to prioritise areas for improvement.

What steps need to be taken to improve provision further?

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

- enable parents to contribute to the observation, assessment and planning process to increase their opportunity to be involved in their child's learning and development
- develop partnerships with other early years settings to further promote continuity and progression
- provide a wider range of resources which reflect positive images of people who are disabled to further support children's understanding about the diversity of society.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding issues. She has completed safeguarding training and has prepared a policy. This complies with current guidance and details the procedures that will be followed to protect children from harm. Children's safety is protected by the childminder's ability to identify and eliminate risks through the completion of risk assessments and the use of safety equipment. The emergency evacuation procedure is regularly practised with the children to help them to learn how to look after themselves. On outings with the childminder, they are made aware of road safety issues and learn how and when to cross the road safely.

The childminder is committed to the continuous improvement of her provision. She is a qualified childcare practitioner and values ongoing training to make sure her skills are up to date to inform her practice. The childminder has a current first aid certificate, which means she understands how to deal with accidents appropriately. She uses Ofsted's self-evaluation form to identify the strengths of the provision and areas for improvement. Parents' views are sought as part of a reflective and collaborative evaluation process.

The dedicated playroom is bright and welcoming to children. From an early age, children confidently make decisions, such as the direction of their play, choosing resources and deciding what they want to eat. Play resources and books are available to support children's understanding about the diversity of society, although there are limited resources which promote positive images of people who are disabled. The childminder has a wide range of play materials to offer children enjoyment and challenge in their play. The childminder aims to help children develop their understanding about not wasting the earth's resources through their involvement in activities such as recycling and using recycled items in craft work.

Secure partnerships are established with parents. Written policies are shared with parents prior to the arrangement commencing to make them aware of the organisation of the provision and the childminder's legal responsibilities. The childminder respects parents' wishes for the care of their child and has all appropriate consents in place. There are ongoing communication systems to ensure an effective exchange of information, both verbally and through the sharing of records. These systems support the childminder in meeting children's needs and keep parents informed about their child's day. The childminder compiles individual children's learning journals. These are records of children's progress containing the childminder's observations, assessments and planning. The learning journals are shared with parents; however, they do not contribute to the records to further enhance their involvement in their child's learning. The childminder has made contact with other providers delivering the Early Years Foundation Stage to the children. However, the existing liaison does not effectively promote continuity in children's learning.

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

Children are happy and confident, and from an early age they engage in play of their choice. They clearly express their needs through gestures and sounds and they are confident in their interactions with the childminder. The good balance of adult-led and child-led activities gives children ample opportunity to practise and apply their learning in different situations. The childminder is aware of when to step back and allow children's ideas to develop and when to interact, to encourage or extend children's learning. The childminder's system of planning and monitoring effectively supports children's good progress towards the six learning goals.

The childminder effectively promotes children's language development in the knowledge that communication skills have an impact on all areas of learning. Children's emerging language skills are developed through their interest in a range of books. The childminder and children sit together and read stories. The younger children show deepening levels of concentration as they listen and point to pictures in the book. Opportunities for making marks are varied and fun through the childminder introducing different materials, including shaving foam, paints and crayons. The children demonstrate their developing use of problem-solving skills. Through trial and error, they work out how to fit shapes into the shape-sorter and fit wooden pegs onto the side of the tub. Displays of letters and numerals offer visual images to support children's learning. The younger children enjoy exploring the contents of the treasure basket, supporting their learning through using their senses. Children's creativity is nurtured through many activities and resources, including role play, puppets, art and craft materials. The younger children are starting to play make-believe games using the role play resources to act out situations. They learn about technology as they play with interactive toys which are operated by pushing buttons and turning knobs. The children are learning to be independent and form relationships; consequently, they are developing skills for the future.

Children are offered healthy and nutritious meals and snacks. Foods are freshly prepared and cooked on the premises, with individual dietary needs being met. Fresh air and exercise is an important part of the children's daily routine, further encouraging a healthy lifestyle. The childminder protects children's health by implementing effective policies and procedures. The childminder is a good role model for children's behaviour. She effectively helps children to develop their social skills and gives lots praise and encouragement. Children are regularly taken to local groups to support their social skills.

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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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