

Inspection report for early years provision

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Inspection date	27/01/2012
Inspector	Hilary Boyd
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.

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 2010. She lives with her husband and three children in the Old Swan area of Liverpool. The whole of the ground floor is used for childminding. There is a rear patio garden which supports outdoor play.

The childminder is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register, to care for a maximum of four children under eight years, of whom no more than two may be in the early years age range at any one time. The childminder is also able to care for older children. The childminder has four children on roll, one of whom is on the early years age range.

The childminder collects children from the local school. She walks children to the toddler groups and parks in the local area.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment for children and families. The childminder has completed the Ofsted self-evaluation and is developing her skills towards evaluating and improving her practice. Children are happy, relaxed and feel safe with the childminder. She is developing her knowledge of the Early Years Foundation Stage towards improving outcomes for children, as systems are not yet in place that demonstrate how individual children progress and how parents can contribute to this. Relevant documentation and records that promote children's welfare is in place.

What steps need to be taken to improve provision further?

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

- increase involvement with parents in supporting children's progress so that learning is linked and gather starting points to inform planning
- develop effective systems for observations and refine current systems to identify the next steps in learning and enable consistent tracking of each child's achievements to better identify learning priorities
- develop a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because the childminder has been suitability trained and has the knowledge required to take the necessary steps to

eliminate risk and helps children to keep themselves safe. The childminder has devised written policies to promote children's welfare and support appropriate practice. The childminder carries out regular risk assessments in the home environment to ensure the areas used by children are safe. Children are carefully supervised at all times and the childminder ensures the toys and materials they use are safe and appropriate. Risk assessments are completed of all outings that are carried out, the procedure includes a checklist of items to take and their ongoing suitability of use.

The childminder is developing her understanding of evaluating her practice. She is aware of her strengths and weaknesses. The Ofsted self-evaluation form has been completed and the childminder has sought advice from others towards improvements in practice. For example, she has new assessment formats to show individual development, however, these have not yet been implemented. She has attended courses including food safety, story sacks and problem solving, reasoning and numeracy. These courses have given the childminder the skills to create story sacks. The childminder organises the play environment to reflect size and its use as a living space. Resources are adequate to support children's learning and development and additional resources are accessed to support children. Some resources reflect diverse cultures and the childminder raises further awareness through discussion and planning. The childminder has written an equal opportunities policy which is shared with parents.

The childminder has positive relationships with parents and carers. Discussions are held with parents before children start and during the settling-in process, however, the ongoing exchange of information about development and progress is limited. There is daily exchange of information through a daily log sheet that shows what children carry out during their time at the setting but parents' views do not yet contribute towards improving the practice or individual children's progress. Relevant information to support the welfare needs is gathered prior to children starting at the provision.

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

Children feel safe and settled in the childminder's care. Children are happy and show a sense of belonging as they display good levels of self-esteem and build strong relationships within the setting, with both adults and peers. Children demonstrate co-operative play as they work together to build the track negotiating how the pieces fit together, as well as taking the initiative in play situations, for example, the puppet masks that they created earlier using different coloured crayons and paper plates became steering wheels as children moved confidently around the room. Behaviour of children is supported appropriately as the childminder supports negotiation of resources through discussion and the childminder has written a behaviour management policy. Children are made aware of the diversity of cultures and differences because the childminder plans a range of activities that reflect different festivals over the year as well as accessing resources in the environment. Children are developing respect for themselves and

others because the childminder makes effective use of books, for example, the home made story sack included factual books which prompted discussions between the children and the childminder about how children live in different homes around the world.

The childminder is developing her knowledge of the Early Years Foundation Stage and this is reflected in the range of documentation in place. General starting points are gathered from parents during the settling-in process that the childminder has regards for, however, ongoing contributions about development and progress are not effectively carried out. The childminder is able to demonstrate a basic knowledge of children's development as she carries out appropriate activities that are linked to the six areas of learning and development, however, planning should be developed further based on observations and assessments on individual children. Children generally make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology through the range of resources and general planning that is carried out. Children make some choices about their learning based on the accessible resources and they show an interest in their surroundings by communicating confidently with peers and the childminder. The planned reading activity based on the three little pigs story sack, supported children's communication and language skills because the childminder involved the children in the interactive story session using puppets and her communication skills.

Children follow good personal hygiene routines and the importance of healthy eating is promoted because the childminder talks to children about the benefits of food and parents about healthy lunches on a regular basis. The childminder has a written healthy food policy in place. A choice of fruit is provided for snack. The childminder holds a valid first aid qualification ensuring she can provide prompt, appropriate first aid treatment in the event of an accident or emergency. The childminder holds a relevant food handling qualification. Children are developing an understanding of exercise as the childminder promotes awareness of physical activity and the impact on their bodies. Children have opportunities to support their physical development through regular trips to the local playgroup which the children particularly enjoy and walks to the local parks.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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