

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY429850    |
| <b>Inspection date</b>         | 08/02/2012  |
| <b>Inspector</b>               | Jean Thomas |
| <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.

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 lives with her partner and child aged five years old in Liverpool. The whole of the ground floor of the property is used for childminding. The toilet and rest facilities are situated on this 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 five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both 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.

She receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment and a range of age-appropriate resources and activities to help children make satisfactory progress. She has been childminding for a short period of time and has already formed a positive relationship with parents to ensure there is effective communication and that each child's care needs are well met. The childminder demonstrates an appropriate capacity to continuously improve her provision, although, formal systems for self-evaluation are not in place.

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

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

- gather information from parents when children start about what they already know and can do to effectively inform the initial planning and continue to develop the observation, assessment and planning process to support children's progress towards the early learning goals
- develop the range of resources to support children's understanding and respect for the diversity of society
- develop the self-evaluation process and involve children and parents to reflect on practice to identify strengths and priority areas for improvement.

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

Children are safeguarded because the childminder has good knowledge of her responsibilities and the appropriate procedures to follow should child protection

concerns arise. Risk assessment is effective in ensuring children's safety in the setting and when on outings.

This is the childminder's first inspection since registration. The self-evaluation systems are in their infancy. The childminder has identified current plans for improvements. These include developing the records of children's learning and development and creating an indoor sensory area for younger children. Since registration, she has researched into services, which offer support to childminders. As a result, she has registered with the Food Standards Agency and uses their guidance to inform her practice. The childminder has located facilities within the community, which can be enjoyed by the children to broaden their experiences and play opportunities. This highlights her commitment to continuously improve her provision.

The childminder has created a welcoming environment for children. Play materials are set out to enable the differing ages of children to freely access toys suitable for their age. There is a wide range of good quality resources, including books. The childminder ensures that children have daily opportunities to fresh air and outside play, either in then registered outdoor play area or through visiting places in the local community. The childminder demonstrates an anti-discriminatory attitude and actively promotes equality of opportunity and inclusion. Through discussion, the childminder shows that she values all children as individuals and treats them with equal concern. She aims to nurture children's awareness of diversity through discussion, planned activities and resources. However, there is a limited range of positive images of diversity in children's play equipment to help children to learn to value differences in society.

The childminder develops positive relationships with parents, which effectively promotes children's welfare. She gives parents good information about the provision, including copies of the policies and procedures and detailed information about the Early Years Foundation Stage. Parents receive daily reports about their child's day and they are invited to write in the children's daily diary, which details the next steps planning. In addition to these communication systems, there is daily opportunity to exchange information verbally. Parental written consents are in place as required for children's well-being. Information is obtained from parents when children start about their routines, preferences and interests. This assists the childminder in providing for the children, in order to help them feel emotionally secure in their care environment. However, this information gives less details about what children already know and can do to enable the childminder to complete the initial planning to support progress across the six areas of learning. The childminder accommodates the working patterns of parents and tailors her provision to meet the needs of the children accordingly. She has contact with providers where children attend more than one setting to support continuity.

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

Children are happy and enjoy a variety of activities that promote independent learning. The childminder has developed an overall awareness and understanding of the learning and development requirements. She plans activities to extend on children's interests to support their progress. Children's assessment and planning is in the early stages of implementation due to the length of time they have been in her care. She is knowledgeable about children's next steps in learning and has considered these well in her activity planning. For example, providing games and craft work to support the older children's early writing skills and linking sounds to letters.

Children feel safe and valued as the childminder gives them sensitive, warm attention. Children are quickly reassured and comforted by the childminder when needed. She organises the play materials to encourage the young children's mobility. They are attracted to the colourful sound toys and smile with delight as they successfully crawl to the toy. The childminder has a good selection of interactive toys, which involve lifting flaps and pushing buttons. They introduce children to technology from an early age. The childminder promotes young children's language development as she responds to their vocalisation and sings to them. The childminder appreciates that children's awareness of mathematical concepts is promoted through singing rhymes and action songs which relate to number. From an early age, children show a pleasure in books as they enjoy sitting on the childminder's knee and attentively look at picture books. The young children's natural curiosity is fulfilled as they happily explore the play materials and make discoveries. For example, they learn that they can make noises by tapping two construction blocks together and repeat their developed, hand and eye, coordination to complete this task. Resources are provided to support children's creativity. They enjoy imaginative play as they dress-up, use the role play resources and dolls to act out life situations. Children's art work is displayed on the walls, which further enhance their sense of belonging. The childminder involves children in the recycling and composting of waste products to help nurture their understanding about sustainability of the earth's resources.

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 well by implementing effective policies and procedures and by gaining detailed information about their individual needs before they attend. The childminder helps children to learn to look after themselves, for example, when out and about they follow the road safety procedures and they practise the evacuation procedure. The childminder is a positive role model for children's behaviour. She is sensitive and caring towards the children. The children are given plenty of praise and acknowledgement for their efforts and achievements.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 2 |
| 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                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| 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        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## **Annex B: the Childcare Register**

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| 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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