

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY431664          |
| <b>Inspection date</b>         | 21/02/2012        |
| <b>Inspector</b>               | Christine Stewart |
| <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 was registered in 2011 and lives with her husband and children aged four and two years in Bebington, Wirral. The premises are within easy reach of public transport, shops, parks, schools and community resources. The whole of the ground floor is used for childminding and there is a fully enclosed outdoor play area to the rear of the property. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time, one of whom may be in the early years age range. There are currently two children on roll.

Children are taken to and collected from schools and pre-schools. The childminder has achieved a National Vocational Qualification Level 3 in care and education. She is supported by the local authority.

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

Overall the quality of the provision is good.

The childminder provides a very well-organised, welcoming and child-centred environment where children can make choices in their play and learning. Children make good progress because the childminder has a clear understanding of how to support their learning and development. Overall, partnerships with parents and carers are effective. Self-evaluation systems are in place and the childminder understands the importance of evaluating her service to promote outcomes for children.

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

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

- develop a culture of reflective practice and self-evaluation to continually look for ways to improve the quality of provision for all children
- enhance the systems for sharing information with parents and carers and involving them in their child's continuous learning and development.

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

The childminder has a good understanding of protecting children. She has the relevant policies and procedures in place to enable her to report any concerns she may have regarding a child in her care. Parents are able to view her policy so they are clear about her responsibilities. Adults in the home have been checked to ascertain their suitability. The childminder has put in place robust systems to risk

assess her home, the outdoor play area and outings to ensure children's safety.

The good organisation of the setting and resources encourages children to become independent and inquisitive learners. The setting is inclusive and the childminder promotes equality and diversity well. Children celebrate various cultural festivals by sampling foods, dressing up, listening to stories and making associated craft items, such as cards.

Partnerships with parents and carers are good. They have access to a range of information within the setting; for example, they are made aware of the childminder's policies and procedures. Other relevant information is shared using diaries, information boards and children's journals. Parents complete review sheets which record their views on the service they receive. Their comments and suggestions are valued to develop further and enhance the quality of care provided. Parents' responses are positive and demonstrate their complete satisfaction with the service.

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

Children are happy and confident in the childminder's home. She knows the children well and, this enables her to provide successfully for their individual care needs and plan their progress. Each child's learning is recorded in their profile, along with photographs of their play and activities and written observations of their achievements. However, the systems to identify their next steps for learning are not always clear. This impacts on the parents' ability to be involved in their child's continuous learning and development. A balance of adult-directed and child-led play is incorporated into the day and activities are adapted to allow everyone to participate.

Children thoroughly enjoy the free flow of activities between the inside and outside play areas. This allows them excellent opportunities to benefit from fresh air and outdoor play daily. They can make choices to be active and run and climb on the range of apparatus or become involved in one of the many alternative outside pursuits. For example, they can play in the outside home corner or spend time in the water play area. Communication, language and literacy are supported well as children have access to books. They are excited to join in with the action songs and engage in lots of warm and lively conversation. They demonstrate an understanding of number as they put on their socks and shoes for outside play. They are introduced to shape and size as they play in the home corner, 'flipping' the pancakes made from yellow silk circles. They become aware of calculation as they sort cars into order. They help at tidy-up time so they begin to understand logic and reasoning about where things fit or are kept. Children's imagination is nurtured with exciting resources to support their learning. A range of sensory play is available at all times to enable them to explore with sand, water, soil and dough.

The childminder provides lots of opportunities for children to develop an understanding of the natural world. For example, they hang out the feeders and nesting boxes in the garden for the birds. They dig in the raised beds and fetch

water from the tap to feed the plants. They are growing seeds ready to plant in the beds to develop their understanding of life cycles and foster an enjoyment of nature.

Children develop healthy lifestyles as they move freely between the indoor and outdoor areas. The childminder explains to them why they need to wash their hands so they begin to understand the reasons for good personal care. Children help themselves to fresh drinking water from their own beakers whenever they need hydrating. Healthy snacks and home-cooked foods are provided by the childminder to offer a balanced and nutritious diet. Children's awareness of healthy eating is fostered as they are involved in growing fruit and vegetables in the garden, which they will then harvest and eat. The childminder helps children to learn to keep themselves safe. For example, they take part in regularly practised and recorded fire drills. The childminder is a good role model for children. She is calm, courteous and polite and establishes fair and consistent boundaries for children to feel secure and safe.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>            | 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                                | 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 | 2 |
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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> | 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**

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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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