

## Inspection report for early years provision

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<b>Unique reference number</b>	EY398654
<b>Inspection date</b>	22/03/2012
<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 2009. She lives with her partner and four children aged 15, 12, 10 and two years in Heswall, Wirral. The premises are within easy reach of public transport, shops, parks, schools and community resources. The whole of the ground floor and the bathroom on the first floor is used for childminding. The ground floor is accessible. 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 family have goldfish and two cats.

The provision is registered on the Early Years Register and both parts of the Childcare Register. 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. Currently there are four children on roll, one of whom is in the early years age range. All the children attend on a part-time basis. There were no children present at the time of the inspection.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming inclusive environment. She provides a good range of age-appropriate resources and activities to help children make satisfactory progress. The childminder has fostered positive relationships with parents to ensure that children's care needs are met and their progress is generally shared. Risk assessments are conducted but are not sufficiently comprehensive. The childminder has started to evaluate her service and demonstrates a sound capacity to maintain continuous improvement. She has initiated links with other settings that provide the Early Years Foundation Stage to compliment children's progress.

## 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
- build on the partnerships with parents and others to make sure the provision complements the care and education received by the children at home and at other settings
- ensure all areas and potential hazards that children come into contact with are identified in the risk assessment.

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

The childminder has an understanding of how to safeguard children. She has attended training to support her knowledge and knows what to do should she have any concerns about a child. The childminder has a satisfactory understanding of safety issues and has carried out a risk assessment of her premises, garden and for outings. However, she has not included all potential risks, such as building materials stored at the bottom of the garden and toiletries in the bathroom. Children learn how to keep themselves safe when they practise how to cross roads and to evacuate the premises in an emergency. All the required policies and procedures are in place to protect children's well-being.

Children have access to a range of furniture, equipment and resources that promote positive images of diversity and are suitable to facilitate their learning and development. Resources are thoughtfully stored in labelled tubs at children's height, enabling them to make choices in their play. 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 and resources.

The childminder has begun to self-evaluate her provision and identify areas for development to better promote outcomes for children. These include reviewing how she records information in children's learning journals and introducing parent questionnaires. 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 states she develops positive relationships with parents to promote children's welfare. She shares her policies and procedures when minding commences and written and verbal exchanges of information happen on a daily basis. 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 and to help children settle and feel secure in their care environment. However, this information does not provide sufficient detail to plan for children's progress across the six areas of learning. The childminder has initiated contact with other providers where children attend more than one setting to support continuity in their learning.

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

The childminder has attended training on the Early Years Foundation Stage and demonstrates a satisfactory understanding of how to implement it. Through discussion, the childminder is able to demonstrate her awareness of how to support children's learning and development by providing appropriate activities for them. She is aware of the importance of carrying out observations regularly in

order to identify and support their progress and to meet children's needs. However, these do not identify children's current stage in their learning when they commence, or how they will progress over time.

The environment is well organised and play equipment is accessible to the children. This means they can select their own toys and activities, enabling them to initiate their own play. Children's linguistic skills are promoted through opportunities to explore language in songs, stories and activities. They practise mark making with crayons and pencils indoors and use large chunky chalks outside. Everyday routines provide opportunities for children to complete simple calculations. For example, they can decide how many cups are needed for everyone to have a drink. Children have appropriate opportunities to develop skills for the future. For example, they learn to operate technology when they use the computer and game consoles. Younger children can explore how things work when they use the 'magnetic rod' to lift the jigsaw pieces. Children participate in a range of art and craft activities, including finger painting, making models with play dough and creating pictures with the leaves collected from the park and woods. This helps develop children's dexterity and promotes their creative ideas.

Children benefit daily from the opportunity to observe the changing seasons and become aware of their local community as they walk to and from school. Outings are an integral part of the service and provide children with varied learning experiences. These include trips to the local parks, toddler group, shops and the library. Established daily routines for outings, snacks and meal times help children to feel safe and develop a concept of time in an environment where they can predict what happens next. Children learn about the wider world as they are introduced to other cultures and languages. For example, they taste Chinese food and learn about fortune cookies for the Chinese New Year. They exchange simple greetings, such as hello in other languages including Flemish. The childminder provides opportunities through planned activities and available resources to raise children's awareness of cultures and to help them learn to value difference.

Through discussion, the childminder is able to demonstrate the appropriate steps to take to support children's health. She says she encourages children to understand how to lead a healthy lifestyle by offering healthy options for meals and snack times. This includes lots of fresh fruit. Children have regular opportunities for physical exercise, which contributes to their well-being. For example, they enjoy going to play at the indoor soft play zone and running around during visits to the park. In discussion the childminder demonstrates an appropriate knowledge of how to manage children's behaviour and help them to learn right from wrong.

## 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

<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

<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	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

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### Outcomes for children in the Early Years Foundation Stage

<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	3
The extent to which children adopt healthy lifestyles	3
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**

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