

## Inspection report for early years provision

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<b>Unique reference number</b>	EY347527
<b>Inspection date</b>	29/03/2012
<b>Inspector</b>	Carys Millican
<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 2007. She lives with her husband and two children aged six years and three months old, in the Anfield area of Liverpool, Merseyside. The whole of the ground floor, except for the rear lounge, is used for childminding and a playroom and bathroom is registered for childminding use on the first floor. There is a fully enclosed rear yard available for outdoor play with additional toilet facilities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years at any one time, of whom no more than two may be in the early years age range. There are currently six children on roll, of whom five are in the early years age range. Children attend for various sessions. The childminder also offers care to children aged over eight years. The childminder walks to school to take and collect children. She has use of a car to transport children on outings and school runs.

The childminder holds a Level 4 National Vocational Qualification in Children's Care, Learning and development. She is a member of the National Childminding Association and Anfield Childminding Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met due to the undivided attention they receive from this highly qualified and experienced childminder. The childminder provides a wide range of accessible, interesting and stimulating resources and play opportunities that effectively support children's learning and help them make steady progress in their development. Most documentation, records and procedures are maintained to support children's health, safety and welfare. Positive relationships are established with parents and the other settings children attend and this ensures information is shared. The childminder is aware of her strengths and areas for improvement and understands the importance of continually monitoring and reviewing her practice and provision.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

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

- develop further the systems for observing and assessing children's next steps to inform future planning.

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

Children are kept safe and secure. The childminder implements her policies and procedures to ensure children are protected. The childminder has a good understanding of the key issues regarding child protection and is clear about her role and responsibility in keeping children safe from harm. Her detailed policies and procedures are shared with parents and she keeps herself up-to-date about early years issues by attending training. The required records for medication and accidents are maintained and the childminder holds a current paediatric first aid certificate. Although parents receive a statement about providing consent for emergency treatment, signatures are not obtained to support this. This is a breach of a specific legal requirements under the Early Years Foundation Stage. The childminder completes risk assessments for all areas children use and for the numerous outings they undertake. She ensures that appropriate safety equipment is in place so that children can play in safety.

Children play in a warm and welcoming environment where they make informed choices and decisions about their play. The childminder makes sure that a good selection of resources and play opportunities are readily available so that children can easily help themselves to the things that interest them. An inclusive environment is promoted. Children begin to learn about the differences and diversity of the world around them through regular visits into the community. Planning documents and photographic evidence show the numerous activities, festivals and events children take part in which help to promote their understanding of the diverse world they live in.

Children benefit from the positive relationships developed with their parents. A wealth of visual and written information is provided about the childcare provision. Parents express a high regard for the care and service the childminder provides. They regularly provide her with written statements, which help inform the self-evaluation process. The childminder gathers information from parents about their children which she uses as a starting point for future planning. Children have a scrap book and a tracking file which details activities and developmental progress. These documents are available for parents. The childminder knows the children well and clearly explains how much progress they have made in the time spent with her. She recognises what children can do and clearly explains what she is helping them to learn next. The childminder produces monthly newsletters for parents, informing them of future planned activities and information about how they can help contribute to their children's learning at home. The childminder has established links with the other settings children attend so that she can complement the learning taking place.

The childminder is a highly qualified practitioner who updates her own professional development by attending workshops provided by the local authority. Through discussion and in the self-evaluation document, the childminder reviews and monitors the effectiveness of her provision. She is clear on her strengths and areas for improvement and has already made progress in improving her practice and the outcomes for children by completing previous recommendations.

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

Children settle easily in this relaxed, home-from-home environment. The childminder ensures that children experience a full range of interesting and stimulating learning experiences which meet their interests. She asks the children what they would like to do and fully supports their responses in her planning. A good balance of adult-led activities and free play is encouraged. She knows the children well and their learning is skilfully extended by the childminder through questioning and challenging them as they play. The childminder has a good understanding of child development and provides children with an array of stimulating and interesting play opportunities. Her extensive planning folders show how learning outcomes are covered in all six areas and support children's development.

Children develop a sense of belonging. Their colourful art work is creatively displayed throughout the home. A number of posters are also displayed which help promote discussion about number, shape, the alphabet and cultural themes. Children develop a truly positive relationship with the childminder who sets a good example through her sensitive and caring nature. As a result, children are confident and self-assured, and their behaviour is managed consistently and positively. Daily routines include regular visits to local playgroups and childminder drop in groups where children socialise with other children and their carers. They visit museums, numerous parks and playgrounds where they can explore the environment and engage in physical activities. Children enjoy outdoor activities in the childminder's yard where they plant and grow seeds, play on the slide and enjoy sand and water play.

Children are beginning to learn about healthy living and lifestyles. They enjoy healthy snacks of fruit and have their individual dietary needs met in consultation with parents. Children's independent self-help skills are promoted as they wash and dry their hands and see to their own toileting needs. Children's safety is promoted. They begin to develop an awareness of how to keep themselves safe by taking part in regular fire evacuation practices, learn to hold hands when out walking, and how to cross the road safely.

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

### 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>	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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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

<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**

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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