

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435822
<b>Inspection date</b>	15/05/2012
<b>Inspector</b>	Kathy Leatherbarrow
<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 husband and two children aged two and five years in Liverpool. The whole ground floor of the home is used for childminding and there is a fully enclosed outdoor play area. The family has a cat and two terrapins.

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

The childminder receives support from the local authority. She is a member of the National Childminding Association and networks with other local childminders.

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

Overall the quality of the provision is good.

A good knowledge of each child's individual needs makes sure that the childminder successfully promotes children's welfare and learning. Children are safe and secure and the required documentation is in place and mostly in order. Partnerships with parents and other agencies are highly effective in supporting children's requirements. As a result, they progress well in their learning and development. The childminder strives for excellence and makes good use of regular self-evaluation and ongoing professional development to make well-placed improvements and increase the quality of care and learning.

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

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

- ensure the record of children's attendance accurately states the times of their arrival and departure
- provide an environment that is rich in numbers.

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

The childminder has a clear understanding of safeguarding issues, and children's well-being and good health are promoted through stringent procedures. Records, policies and procedures are maintained to a high standard, although the attendance register does not accurately record children's times of arrival and departure. The childminder takes effective action to minimise risks to children, which means outdoor and indoor spaces are suitable and safe. The daily risk assessments and steps to safeguard children are robust. For example, the

childminder is vigilant when completing safety checklists for each area. Children learn how to keep themselves safe through discussions on road safety and practising the evacuation procedure. The fully comprehensive written risk assessment identifies everything a child comes into contact with.

All documentation is in place and well organised to allow ease of access should the need arise. Confidential documentation is stored appropriately to maintain security. The childminder strives for excellence in all she does and regularly monitors and evaluates the effectiveness of her provision. Children and parents are all involved in the process and their suggestions are always valued and catered for. Children benefit from a bright and homely environment. Toys and resources are easily accessible for the children on low level and are attractively labelled. The childminder also ensures that these are rotated to develop children's interests. Children develop an excellent understanding of others as the childminder provides a variety of resources and activities for them. For example, they celebrate international events, visit the museum and look at story books in different languages.

The childminder has excellent links with parents and carers. As a fully inclusive setting she welcomes all children and ensures their needs are exceptionally well met and supported. Very good settling-in arrangements, informal and formal meetings and the provision of children's records of achievement assist in the purposeful sharing of useful information. Parents and carers receive good quality information about the provision and are extremely well informed about their child's progress. This information is shared both verbally and formally in more than one language to ensure exceptional partnerships are formed. Parents supply a wealth of information in a wide variety of ways to help the childminder provide high-quality learning experiences.

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

Children thrive in the stimulating and exciting play areas, both inside and outside. They move freely among the activities, accessing resources independently, such as construction, books, role play and mark making. Outside they access sand, water and playhouse, and grow their own sunflowers, herbs and tomatoes. The childminder talks to them continually about what they are doing and extends their understanding and learning through effective questioning. They make marks using a wide range of tools and implements, and enjoy sticking shapes and glitter to their pictures. This develops their hand control and forms the basis for writing. They dance and sing along to music and their favourite nursery rhymes.

Children enjoy books and are beginning to learn that print carries meaning. They have a range of different puzzles and shape sorters to develop problem-solving skills and regularly count as they play. However, there are no numbers on display around the home to aid number recognition. Children learn about the diverse nature of society through reading stories and interacting with the very good selection of resources. These are supplemented through regular trips to the library. Children's developmental records are effective and show that they are making

good progress towards the early learning goals. Initial information from parents is used to form a starting point, and children's development is then tracked through observations linked effectively to stages of development. Keepsake folders of photographs show children from their first day and are a detailed record of their development.

Children are safe and well cared for. The childminder places great emphasis on safety and reinforces this with the children at regular intervals, both on and off the premises. Children clearly have very close attachments to the childminder and look to her for reassurance. She is always on hand should the need arise, which ensures that the children feel safe and secure. They behave extremely well and the childminder offers lots of explanations about why things are happening. There are clear rules and boundaries, and children respond very well to her requests. Children eat a wide range of home-made, healthy and nutritious meals and snacks. Their individual requirements or likes and dislikes are also carefully considered and their needs fully met. Children have access to outdoor activities each day and participate in large group activities, such as a mini 'Olympics' with other childminders and their children. This secures their understanding of the importance of regular exercise as part of a healthy lifestyle.

## 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	1
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	1

### 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	1
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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