

Inspection report for early years provision

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Inspection date	22/05/2012
Inspector	Kathy Leatherbarrow
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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. She lives with her husband and three children aged six, ten and 13 years in Formby, Liverpool. Most of the ground floor of the home is used for childminding. The rear garden is available for outdoor play. The family has a dog and a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, of whom no more than three may be within the early years age range. She is currently minding two children in this age group. The childminder supports children who speak English as an additional language. She walks or transports children in a car to toddler groups and local schools.

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 ensures that the childminder successfully promotes children's welfare and learning. They are safe and secure and the indoor learning environment is well planned and resourced, although the outdoor play area is not yet developed to the same standard. Partnerships with parents are highly effective in supporting children's requirements and relationships with others are developing. As a result, children 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 offered.

What steps need to be taken to improve provision further?

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

- further develop the outdoor provision to provide children with a continuous learning environment
- provide an environment that is rich in signs, symbols, notices, numbers, words and pictures to support children's understanding.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a good knowledge of the indicators of abuse and the procedure to follow should she have a concern about a child. She has used her training to compile her written policy document. The home is safe and well maintained, and children's safety is a priority. They learn about keeping themselves safe through discussion about road safety, practising the fire evacuation procedure and correctly using equipment when baking.

All documentation is in place and very 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 children's suggestions are catered for when possible. For example, they discuss what craft and baking activities they would like to complete.

Children benefit from a warm, bright and homely environment. Toys and resources are easily accessible for the children in low-level storage. The childminder also ensures that these are rotated regularly to maintain their interests. Children develop an understanding of others as the childminder provides a variety of resources and activities for them. For example, they make masks and lanterns to celebrate Chinese New Year.

Parents enjoy strong relationships with the childminder. They are kept fully updated about their child following the flexible settling-in sessions, and are encouraged to share what they know about their child through detailed 'all about me' booklets and the use of daily diaries. The childminder has produced a range of written policies that she gives to parents so that they know about her practices. She also shares well-presented children's 'learning journeys' with parents to involve them in their child's learning.

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

Children thrive in the stimulating and exciting play area. They move freely among the activities, accessing resources independently or requesting others, such as crafts and board games. The childminder makes good use of the community to ensure children are active and enjoy the fresh air. For example, they make regular trips to the park, the woods and to feed the ducks. However, the outdoor garden has not yet been fully developed and resourced to promote each area of learning. The childminder talks to children continually about where they are going and extends their understanding and learning through effective questioning. Children make marks using a range of tools and older children are beginning to form letters as they mark their own name on paper. This develops their finger control and forms the basis for writing.

Children choose books to share together and the childminder uses these times to help them to understand that print carries meaning, for example, by pointing to the words in the books. However, there is room to improve the range of different types of print displayed around the home, through such things as signs, symbols, pictures and words, in order to further support children's understanding. An understanding of number is brought into play scenarios as children count how many cards they each need when playing a board game, and they match up numbers when measuring out ingredients for baking. They learn about the diverse nature of society through reading stories and interacting with the good selection of resources, including dressing-up clothes. These are supplemented by regular trips

to the library. Children enjoy growing vegetables and eagerly watch caterpillars as they grow, knowing that they will soon become butterflies.

Developmental records of the children are effective and show that they are making good progress towards the early learning goals. Initial information 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 of children show their enjoyment from their first day and are a detailed record of their progress and 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. They help to tidy away toys when they have finished with them and the childminder helps them to use the equipment safely. Children eat a wide range of freshly prepared, healthy and nutritious snacks and meals, with plenty of fresh fruit and vegetables. Children's individual requirements, likes and dislikes are also carefully considered and their needs are fully met. Children wash their hands after stroking the pets and toileting to prevent the spread of infection. 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. They are helped to learn to share through calm requests from the childminder and show great pride and happiness when praised.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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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