

Inspection report for early years provision

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Inspection date	25/06/2012
Inspector	Andrea McGanity
Type of setting	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 in the Anfield area of Liverpool, with her partner and two children aged eight and five years. The childminder also has an assistant occasionally working with her. The whole ground floor of the home is used for childminding, with the exception of the front lounge. The family has a cat and a rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children on roll in this age group. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is supported by her local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, comfortable and confident in their surroundings. There is a good partnership with parents and detailed information is shared with them daily. The childminder understands the children's needs and follows their interests when planning daily activities, which helps them to make good progress across all six areas of learning. Some provision is in place for children to develop a greater understanding of the wider world. The promotion of welfare of children is good and most of the required documentation is maintained well. The childminder has a positive attitude towards continuous improvement, although self-evaluation is in the early stages.

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 the learning, development and care offered that will improve the quality of provision for all children
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- improve the range of resources and experiences to support children's opportunities to develop positive attitudes to diversity.

The effectiveness of leadership and management of the early years provision

Children are protected because of the childminder's clear understanding of her roles and responsibilities in safeguarding children from abuse and neglect. Robust policies and procedures support her practice and are shared with parents to ensure they are fully informed. Thorough risk assessments take place on the premises and for all outings, meaning that children's safety is promoted. The childminder has a plan for evacuation in the event of a fire, therefore children learn what to do in an emergency situation. However, there is no fire log to say this was carried out.

Children play and explore in a dedicated playroom. The room is made bright, welcoming and exciting as the childminder presents colourful posters and pictures on the wall. Toys and play equipment are presented in well-labelled, low-level storage units and boxes. This enables children to make free choices over their play and guides their learning opportunities. The childminder is committed to providing the families in her care with a fully inclusive provision where each child is respected for being unique and special. She spends valuable time getting to know the families in her care in order for her to effectively meet the children's needs. Children are provided with some resources which enhance their knowledge and understanding of the wider community. However, the range available does not fully promote diversity and disabilities.

The childminder has given consideration to the service she provides and has identified some strengths and weaknesses. For example, she plans to improve resources for the children and undertake training opportunities in order to develop her knowledge, which indicates a positive attitude to continuous improvement. However, this is an area that is not developed fully in order for her to continue to bring about changes to improve outcomes for children.

The childminder has a positive relationship with parents and carers. She shares information with them regularly when they arrive and collect the children. She also uses daily diaries to share information about the child's day. She seeks parents' views and suggestions to help her improve her practice. She shares children's progress and development records with parents and they are encouraged to contribute to their child's learning and development. She has made good links with the local nursery school, and as a result all adults are able to contribute to the continuity of care and learning of the children.

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

Children are eager to attend, extremely confident and settle well. They build strong relationships with the childminder and it is clear that they are very fond of each other. They make decisions and choices about where they play as they confidently select their activities. Children progress exceptionally well in relation to their starting points due to the childminder's successful observation, assessment and planning system. Valuable, detailed records clearly demonstrate progression and

how well the childminder knows each child. Their learning is assessed and next steps are fed into planning to ensure that each child can reach their full potential.

Balanced routines are in place and the childminder consistently talks to the children to extend their individual learning. Children's early communication is promoted as the childminder talks to them about what they are doing. For example, when playing a matching game the childminder skilfully uses repetition to develop children's language skills and encourages them to count. Children find resources which interest them, such as drawing with the felt-tip pens, making marks and talking about the colours on the paper. They are introduced to technology as they discover what happens when they push buttons and turn knobs on the interactive toys. Children learn to investigate by using binoculars and seeing what they can find.

Children remain healthy as the childminder promotes good hygiene practices, such as regular hand washing and discarding tissues after use. They enjoy a nutritious and well-balance diet which provides them with lots of fresh fruit and vegetables. They are taken on regular walks to the local park where they enjoy running and having fun and are able to practise and increase their physical skills when using large scale climbing equipment.

Children's behaviour is managed well as the childminder is calm and patient. The children behave well and listen to she asks them to tidy up before getting the next activity out. This helps them to develop social skills as they learn to take turns and share. Children receive lots of praise and encouragement from the childminder and all their achievements are recognised. As a result, children feel confident and secure in her care. They also learn about the wider world through appropriate resources, discussions and trips within the local community.

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	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

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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