

## Inspection report for early years provision

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<b>Unique reference number</b>	EY340809
<b>Inspection date</b>	25/07/2012
<b>Inspector</b>	Elisia Jane Lee
<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 2006. She lives with her husband and three children aged eleven, eight and six years in Fazakerley, Liverpool. The childminder works alongside her husband who is also a registered childminder. The whole ground floor of the childminder's house is used for childminding, plus the bathroom upstairs. There is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children at any one time when minding on her own. When working with another childminder, a maximum of six children may be cared for at any one time. There are currently two children under two on roll. The childminder walks to a number of local play facilities during the week.

The childminder holds a level 4 early years childcare qualification and is a member of the National Childminding Association. The childminder receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted. This allows children to make good progress in their learning and development, through a wide range of enjoyable activities and interesting age appropriate resources. Effective observation and assessment systems are in place to meet children's individual care and developmental needs. Children are valued as unique individuals and a high regard to individual care needs and inclusive practice is shown throughout the setting. Children's progress is shared effectively through strong partnerships with parents, carers and other professionals. The childminder uses reflective practice to identify areas for development and is fully committed to self-evaluating and further training to ensure that her practice is consistently improving.

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

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

- ensure that information is gained about who has legal contact with each child; and who has parental responsibility for each child (Safeguarding and welfare). 08/08/2012

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

- develop further risk assessments to ensure that children are safe and secure

in the outdoor play area.

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

The childminder has a secure knowledge and understanding of child protection and appropriate procedures, which contribute towards safeguarding children's welfare. Her knowledge about arrangements for safeguarding children is secure. Effective policies and procedures that promote children's health, safety and wellbeing are in place. For example, the childminder uses safety equipment such as socket covers, age appropriate car seats and walking reins. Detailed risk assessments are undertaken to identify risks in the indoor and outdoor environment, and whilst on trips and outings. However, information about those parents with parental responsibility or legal contact is not gained for each child which is a breach of the welfare requirements.

The organisation and management of the setting is good with a focus on creating a relaxed friendly atmosphere to improve learning outcomes for children. The available space and resources are used effectively to support children's learning and development. An equality and diversity policy outlines a commitment to promoting inclusive practice. The childminder uses what she knows about children's interests through observations, to plan activities that are enjoyed by the children. For example, experiencing sensory play and going on outings to places of interest, such as the zoo, library, theme park and local children's centre.

The childminder reflects on her practice daily and has developed systems for self-evaluation. For example, she identifies which resources to purchase and which training opportunities to access to ensure that children remain motivated and interested in learning. The childminder has comprehensive knowledge of individual care needs and offers effective support in their routines, care and development. Babies and young children's care needs are well supported by offering different sleep times, nappy changes and meal times.

Purposeful relationships have been forged with parents. Communication is undertaken through a variety of methods, such as, verbal daily exchanges, text messaging, telephone calls and questionnaires. As a result, consistency of care is developed which improves outcomes for children. The childminder has developed strong links with other professionals. She passes information to providers during times of transition, regularly meets with other childminders and has links with health professionals. This shows that she is fully committed to partnership working.

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

The childminder has flexible planning systems in place which give children opportunities to experience a range of activities across all areas of learning. A recent trip to the children's centre involved children taking part in 'Africa Day',

which gave children opportunities to taste different food, listen to and play cultural music, dress up using national dress and watch dancing from other cultures. This trip promoted creative activities as well as an understanding of different cultures.

Children enjoy a wide range of play experiences and consequently make good progress in their learning and development. They are learning how to be independent individuals with a desire to actively learn and achieve. For example, children play with shaving foam in a shallow tray feeling the foam and learning through using their senses. Children settle well in the setting and exhibit a strong sense of security. Their personal, social and emotional development is fostered well due to the positive praise they receive, which promotes their self-esteem and confidence. Children's behaviour is good as they listen carefully to the childminder, actively participate in play, independently choose resources and interact with other adults and peers.

A selection of resources to support children's communication, language and literacy skills are provided. For example, children look at books, sing along to a compact disc player and attend story sessions at the local library. The childminder supports language development for younger children by role modelling different sounds and singing to children. Older children are introduced to new vocabulary and key words as part of focussed topics. Children's creativity is supported well. For example, children play with musical instruments, dress up in different clothes and experience sensory play through tactile opportunities. Outdoors, children play with a wide range of resources including ride on vehicles, a see saw, playhouse, and a sand and water tray which supports their imaginative play and social development with their peers. Children's numeracy and problem solving skills are well supported through a range of activities, such as, jigsaws, number songs and baking activities. Younger children play posting and threading games which encourages their mathematical development.

Children are valued and engage in a range of activities and experiences, which help them to learn about their own and others customs and gain an understanding of equality and diversity. Children learn how to stay safe through themed activities and discussions. For example, the childminder talks with children about the importance of keeping safe when crossing the road. The provision of healthy snacks and meals is well-organised and children eat fresh fruit and vegetables daily. Consequently, children show an understanding of healthy eating and exercising as part of a healthy lifestyle. Children have valuable opportunities to use programmable toys and equipment, such as a computer, camera, television with age appropriate learning videos, compact disc player and remote control vehicles. Children are aware of recycling, using boxes for model making and creative artwork, and everyday tools such as scissors. Consequently, children are effectively developing their skills for the future and as a result positive outcomes for children are developing well.

## 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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