

Inspection report for early years provision

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Inspection date	21/08/2012
Inspector	Margaret Mellor
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her partner and four children aged two, 10, 11 and 16 years in West Derby, Liverpool. All of the ground floor of the childminder's home except for the utility room is used for childminding. Accessibility to the premises is via a small step to the front door. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have two pet cats.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has a diploma in Nursery Nursing. She networks with other local childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and a meaningful partnerships with parents ensures that their needs are routinely met through recognising the uniqueness of each child. Well-developed knowledge of the Early Years Foundation Stage aids the childminder to plan enjoyable and challenging activities. The mainly well-equipped homely environment positively promotes good behaviour and independence, and is conducive to the good progress children make in their learning. Good emphasis is given to the promotion of children's welfare, and partnerships in the wider context contribute to the good quality care and education. The processes of self-evaluation and the planning for future improvement are mostly good in this new provision and the childminder has the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve positive images that challenge children's thinking and help them to embrace differences in race and disabilities
- develop further the system of self-evaluation that will continually look for ways to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children move freely and with confidence in the childminder's home. All equipment and documentation required for the safe management of the provision is in place.

The childminder has accessed safeguarding training and is secure in her knowledge of the procedures that protect children from harm or neglect. A regular risk assessment of the home, garden and for outings aids the childminder to eliminate or manage risks effectively. The childminder has a valid first aid certificate and there are effective systems for recording accidents, medication and sleep. Children are also protected from cross infection because food safety training, good hygiene practices and effective procedures for looking after the family cats helps to minimise the risk of cross infection. Children's welfare is further enhanced through nutritious meals, activities and good opportunities for fresh air and exercise.

The childminder's portfolio provides parents with good quality information about the policies, procedures and child care in general. Settling in sessions are offered and 'all about me' booklets encourage the sharing of information when children first attend. Therefore, children's individual needs are identified and effectively supported through good adult support. Day diaries and feedback at going home time keeps parents well informed about their child's welfare, achievements and progress. Therefore, parents are able to continue children's learning at home. Parent's comments evidence that they are very happy with the quality of provision and are especially pleased with the childminders management of children's food allergies. Children also benefit because the childminder is aware of her responsibility to liaise with other providers delivering the Early Years Foundation Stage for them. Previous experience of multi-agency working to plan for children's individual needs further ensures an inclusive environment.

Children make good progress in relation to their starting points and enjoy a suitable learning environment through good use of the space and resources. The childminder is highly motivated and also committed to the provision of good quality sustainability resources, and promoting better outcomes for children. Experience of working in day nursery settings and training has helped her to quickly embrace the Early Years Foundation Stage. This has had a positive impact on the overall quality of the provision. Plans for future development are mostly well targeted and include implementing revisions to the foundation stage. Monitoring of the provision is evolving through reflective practice, observation of children and parent questionnaires. However, the processes that aid continuous quality improvement for children is in its early stages, therefore, fully effective self-evaluation is sometimes impeded.

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

All children make good progress across all areas of learning because the childminder supports them appropriately and the good quality resources meet most of their needs. Therefore, children participate in purposeful play and exploration. Every child has a learning journal and the childminder is using starting points and sensitive observations effectively to assess and plan for their next steps in learning. Therefore, children make good progression towards the early learning goals. A wide variety of child-initiated activities means that they are thoroughly engaged in their play. Activities planned by the childminder, such as baking or

visits to a safari park are enjoyed by all. Children develop good skills in independence and learn to put shoes on in readiness for nursery school. The childminder is also very skilled at judging when to let children independently explore or when to become involved, such as helping toddlers with gluing and sticking activities. Revisiting favourite books and participation in local 'Chatterbox' sessions with both the parents and childminder greatly contributes to children's early communication skills. As a result, they confidently retell a story about a monster, and in the outdoors describe what they see, such as 'slimy slugs'. This means that children are effectively supported to achieve as much as they can.

Children thoroughly enjoy their play and become independent while developing a positive attitude towards learning because resources are easily accessible. Therefore, toddlers eagerly seek out toys that make sounds or sing along to rhythmic rhymes with the childminder and small world play with animals is helping children to make connections with a visit to a safari park. Outdoors young children immerse themselves in fantasy when making sandwiches with play foods and this helps them to make sense of the world. In planned activities children explore colour, shape and pattern when creating safari pictures. Good use of open ended questions and resources further challenges their mathematical development. As a result, they find the green plate and recognise numerals one to three. Young children become aware of technology as they press buttons to operate toys and this further promotes their skills for the future.

Children enjoy a warm relationship with the childminder who is very caring and attentive. Constant praise promotes children's emotional well-being and helps them to have a good feeling of safety. A stimulating display of safari pictures values children's contribution to the inviting environment and further boosts self-esteem. The childminder is also very skilful at making sure children feel special through her high level awareness of their unique characteristics. As a result, they are very happy and comfortable in their surroundings. On walks children become aware of the local area and the childminder teaches them to wait for the green man before crossing roads. This effectively supports their awareness of how to stay safe. Young children are also helped to understand about other cultures. This is effectively supported through joining in play with children from different ethnic backgrounds and food tasting activities for Chinese New Year. However, positive images of race and disability, such as puzzles or books are not broadly reflected in the range of resources. Therefore, challenging children's thinking and helping them to embrace differences is not always maximised.

Children develop behaviour appropriate to good learners because they respond to the expectations of the childminder. As a result, toddlers are helped to share and young children sit at the table at meal times. Children thrive in this homely environment and become aware of good personal hygiene through established hand washing routines. Home cooking, exploring the texture of blueberry's and participation in cookery club activities at toddler group, helps children to make healthy choices about what they eat. Indoors, there is plenty of space for active play and cosy spaces enable children to enjoy a quiet time looking at books. In the garden, toddlers have great fun while manoeuvring objects in water play or as they learn to kick a ball and young children respond with gusto when bouncing like rabbits on the trampoline. These activities promote children's physical skills, and

participation in growing vegetables further aids them in learning how to lead 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

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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