

Inspection report for early years provision

Unique reference number	313000
Inspection date	20/01/2011
Inspector	Jane O'Callaghan

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 1994. She lives with her husband and adult son aged 21 years old on the outskirts of Liverpool. The whole of the ground floor, upstairs bathroom and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. The childminder currently has three children on roll, of whom two of these are in the early years age range and one is in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a caring and comfortable family environment for the children she minds and acknowledges that each child is unique, with their own needs and interests. She has a good knowledge and understanding of her role and responsibilities to protect children and safeguards them well. Children are making good progress in their overall learning and development as they enjoy activities within the home and within the local community. The childminder builds and maintains strong relationships with parents and shows commitment to developing and improving her practice to promote outcomes for children effectively.

What steps need to be taken to improve provision further?

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

- improve observation systems to clearly demonstrate children's individual progress towards the early learning goals
- develop a system that records children's starting points in their learning journeys.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder understands her role and responsibilities to protect children, and ensures they remain sheltered from unvetted persons at all times. She demonstrates her knowledge of protecting children through discussion and understands the importance of recording any concerns and talking to parents about any worries in confidence. The childminder has created a good variety of risk assessments for reducing hazards to children,

which include all areas children use indoors, outside and any outings that they go on. The childminder ensures the young children are familiar with safety procedures to promote their safety effectively. She practices fire drills with children, ensuring all ages are aware of the evacuation procedure, and then records these in a specific book. Children's road safety is important to the childminder and she carefully explains age appropriate guidelines to young children as they travel around the locality together under her close supervision.

The childminder maintains records appropriately and has written policies and procedures in place to support her practice. She has written parental consents for each minded child and maintains a current first aid certificate. The childminder discusses the individual health and care needs of each child to support her care and promote an inclusive environment. She makes effective use of space and resources, supplementing this with daily walks or outings for the children as part of their overall learning and development.

The childminder has taken positive steps towards improvement through an informative system of self-evaluation. She assesses her practice for areas of development and talks to parents for their valuable feedback and through regular questionnaires. The childminder builds strong relationships with parents, as she is open and approachable, supporting an important two-way flow of information. She understands the need to work collaboratively with other settings children may attend in order to fully support their learning and developmental needs.

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

The childminder provides a caring and very welcoming family environment for the children she minds and acknowledges that each child is unique with their own needs and interests. Children are beginning to enjoy their learning and demonstrate their growing confidence as they interact with the childminder, guiding their daily play and learning environment with their own choices. The children are keen to enter the home and give lots of cuddles to the childminder on their arrival. They quickly establish themselves asking to dress the doll. The children get the large doll cut out and proceed to cut wool for their hair and draw on eyes in the appropriate place. They count two eyes, two ears and a 'big' nose, laughing as they compare noses with the childminder. Children tell the visitor that it is a picture of them and that they are wearing a purple skirt as they use the appropriate colour paper for this. The childminder encourages children to think, asking positive leading questions. For example, when shaking the wooden shapes with various contents in they recognise the green water in the triangle block. The children know that if they shake the block, it wobbles about, but if they keep it very still it does not move. As dinner time approaches children help to make their own pizzas. They are aware that the base is round and place on tomato puree, sweetcorn, ham, mushrooms and get excited when putting on their favourite ingredient, the cheese. They ask the childminder to put it in the oven and to be careful that the toppings don't fall off and start to get ready for their dinner. Children can choose from a wide selection of toys that are stored in the lounge and playroom and they are given time to choose what they want to play with along

with planning that the childminder has done, which is flexible to meet children's individual needs.

Children make progress in their overall development towards the early learning goals of the Early Years Foundation Stage. The childminder makes observations of children as they play, although these do not always clearly demonstrate children's individual progress towards the early learning goals. The childminder evaluates activities and is beginning to identify children's next steps, linking them through to her future plans. However, there are no records of children's starting points in their individual learning journeys. Children's growing physical and language development benefits from good levels of support from the childminder, which contributes to their developing skills for the future. They visit local parks, various toddler groups and access a well-resourced rear garden where they develop their physical skills by climbing on the slide and riding on various push-and-rides.

Children are able to feel safe because of the childminder's caring approach. She works with parents successfully to enable younger children's home routines and to meet parents' wishes, providing consistency and continuity of care. Children are able to rest according to their needs in a secure environment and to learn about their own safety as they move around the childminder's home and when outside. The childminder enables children to enjoy a healthy lifestyle while in her care, and she is beginning to develop their understanding of healthy food choices through an expanding range of healthy snacks and nutritious meals. Children are aware of good personal hygiene procedures as they go to the toilet and wash their hands using the paper towels and know that they have to wash them again before helping to prepare their dinner.

Children are beginning to develop their understanding of the wider world, as the childminder provides a good range of resources and activities to help them learn about other cultures. For example, she provides activities to celebrate Diwali, Christmas and is planning to celebrate Chinese New Year. To support children's growing understanding of equality and diversity, the childminder is helping them to learn about making a positive contribution and building helpful relationships, which is reflected in how well the children behave and learn important messages about being polite and kind to others.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met