

Inspection report for early years provision

Unique reference number	EY419625
Inspection date	10/11/2011
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 works with a co-childminder and was registered in 2011. She lives with her husband and two children aged three and five years in Liverpool. The whole of the ground floor of the premises is used for childminding. Accessibility to the premises is via a 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 childminder is registered to care for a maximum of four children under eight years at any one time, and of whom no more than two may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, who attend a variety of sessions. The childminder also offers care to children aged over five years 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 supports children who speak English as an additional language. She is a member of the National Childminding Association and local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are routinely met through a meaningful partnership with parents and recognising the uniqueness of each child. The learning environment is generally well-equipped and promotes good behaviour and independence. Well-developed knowledge of the Early Years Foundation Stage contributes to the good progress all children make in their learning and development. Partnerships in the wider context are used to promote good quality care and learning. The promotion of welfare of children is mostly good. The planning for improvement including the processes of self-evaluation is effective.

What steps need to be taken to improve provision further?

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

- strengthen the record of risk assessment for outings by ensuring that every outing is risk assessed prior to embarking on them with the children (Safeguarding and promoting children's welfare). 24/11/2011

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

- provide positive images that challenge children's thinking and help them to embrace differences in disabilities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder is secure in her knowledge of the procedures to protect them from harm or neglect. Regular risk assessments for her home, garden and outings help the childminder to manage risks effectively. However, children's safety is not fully assured because visits to places of interest, such as the museum have not been risk assessed. This is a breach of the Early Years Foundation Stage welfare requirements. The childminder has a relevant first aid certificate and there are effective procedures for recording children's accidents and medication. Children are also protected because they are vigilantly monitored when sleeping, and good hygiene practices help to minimise the risk from cross infection. Welfare of children is further enhanced because steps are taken to promote their good health and well-being. For example, nutritious meals and good opportunities for fresh air and exercise. All the required policies and procedures for the safe and efficient management of the provision are maintained.

A welcome pack and display board provides parents with good quality information about the provision. Settling in sessions are offered and 'all about me' booklets encourage parents to share information about their child when they first attend. Therefore, children's individual needs are routinely met. On an ongoing basis parents are well informed about their children's welfare and achievements so children can continue their learning at home. Children also benefit because the childminder liaises with other providers delivering the Early Years Foundation Stage for them. The childminder is also aware of her responsibility to liaise with external agencies to support children's special educational needs and/or disabilities. Kind words that parents write evidence that they are delighted with the quality of provision.

All children make good progress in relation to their starting points. They enjoy a suitable learning environment because the childminder makes good use of the space and uses resources effectively. The childminder is also committed to providing good quality sustainable resources and to promoting better outcomes for children. For example, she is working towards a professional qualification in home based childcare, and children have developed keyboard skills as an outcome of parents' questionnaires. Self-evaluation is also effectively supported through reflective practice, and reviewing the quality of the provision with her co-childminder and an early years development worker.

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

The childminder actively supports children in their learning and development and creates a stimulating learning environment. Therefore, children participate in purposeful play and exploration. Children enjoy an appropriate balance of opportunities to play indoors and outside and a balance of adult-led and child-led activities. Planning covers all areas of learning and provides appropriate challenge

for all children. All children have a development file and the childminder assesses their progress and uses observations to inform planning and identify next steps in learning for each child. As a result, all children make good progress towards the early learning goals. At home, parents support with skills in independence, such as hand washing. Practising sounds and letters with the childminder consolidates what children learn in reception class. Therefore, children's progression is effectively supported and this helps them to achieve their full potential.

Children thoroughly enjoy their play and resources that are easily accessible helps them to become inquisitive and active learners. As a result, children eagerly choose whether to paint or experiment with quantities in water play and have great fun exploring musical instruments or dark dens with torches. This challenges children's senses, creativity and imagination. The childminder is also very skilled at enhancing children's interests. For example, as children make dinosaurs out of egg boxes this helps them to make connections with an enjoyable visit to the museum. Children concentrate well as they construct a tower and confidently name colours and shapes and also count to six using the blocks as numerals. Therefore, children are making good progress in their mathematical development and matching games, which effectively supports their next steps in learning. Babies communicate with gleeful chuckles when finger painting and the childminder enhances story times with puppets, which stimulates children's imagination to talk about the pictures in the book. This effectively supports children's early literacy skills. They become aware of technology while playing on the computer, which also promotes skills for the future.

All children are included and enjoy warm relationships with the childminder who has a lovely rapport with them. Comforting systems, such as good adult support also promotes their emotional well-being, and a stimulating display of butterfly paintings boosts their self-esteem. This is reflected in children's happiness and confidence. Children develop behaviour appropriate to good learners because the childminder encourages polite interactions. As a result, young children spontaneously say 'thank you' and are caring when passing babies toys. Children are also helped to become aware of their own and others cultures as they make pumpkin faces for Halloween, and the childminder teaches them to write Chinese characters. Gender stereotyping is also discouraged because the co-childminder is a positive male role model for the children. However, positive images that reflect disability are not broadly incorporated into the range of resources. Therefore, helping children to understand and embrace differences is sometimes impeded.

Continuity of care helps all children to have a good feeling of safety. Children are also effectively supported in developing their awareness of safety issues. As a result, they learn to pick up toys and wait for the green man before crossing roads. Children thrive because the provision is clean and the childminder has established good hand washing routines. Picture displays and talking about how rabbits jump because they love to eat carrots helps children to make healthy food choices. Young children develop good health and bodily awareness through helping themselves to drinks when thirsty. Gentle encouragement helps babies to sit supported by cushions. and all children relish walks and active play in the fresh air every day. This promotes children's physical skills and participation in growing vegetables also helps to learn 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

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