

Inspection report for early years provision

Unique reference number	304063
Inspection date	08/06/2009
Inspector	Suzette Butcher
Type of setting	Childminder

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 1987. She lives with her two adult daughters in Neston, Wirral. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The family has two cats, a rabbit, guinea pig and fish.

The childminder is registered to care for a maximum of six children, of whom no more than three may be in the early years age group at any one time. There are currently three children within the Early Years Foundation Stage (EYFS) on roll. The childminder also cares for her grandchildren and occasionally works with an assistant. The setting is registered on both parts of the compulsory and voluntary Childcare Register. The childminder walks to local schools to take and collect children and children attend local toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The professional, enthusiastic childminder provides security and support for children and is strongly committed towards continually improving outcomes for children. She focuses on the needs of individual children and promotes an inclusive environment. Children make good progress towards the early learning goals in the stimulating and challenging setting where the promotion of fun and self-motivation are key strengths. Children's welfare is fully safeguarded with high quality standards met throughout.

What steps need to be taken to improve provision further?

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

- build on current good practice to identify further next steps for individual children to inform future planning and share with parents and other providers within EYFS.

The leadership and management of the early years provision

The childminder is committed to meeting every child's individual needs in the well organised setting. She regularly reviews and evaluates all aspects of her organisation and diligently researches any issues that arise to ensure she is meeting requirements. She reflects critically on her own practice and identifies key areas for improvement to improve the overall quality of her practice. This is accurately recorded in her self-evaluation form. Improvements since the last inspection reflect the strong ethos of continuous improvement within the setting. The childminder welcomes critical feedback from children, parents and colleagues and recognises that there may be better way of doing things. She attends appropriate training to increase her knowledge and experience and refers to relevant EYFS documents to enhance her understanding of the underlying

principles. This develops a firm foundation for children to make the most of their abilities and talents. The childminder regularly observes how children respond to activities and considers how she can build on their skills and interests. She creates an enabling environment where children are at the heart of everything that happens. This naturally extends to the garden where the childminder provides a wealth of challenging and exciting opportunities. Outdoor play activities extend further, into the communal children's play area that is accessed through a gate in the childminder's garden and creates a free flow of exciting activities.

The promotion of inclusive practice is given a high priority by the childminder. Any barriers are actively addressed and overcome to create an environment where children and their families feel safe, valued and included. Records, policies and procedures are well organised and shared with parents and carers. They are regularly reviewed to fully safeguard children and their families. Robust risk assessments are recorded on outings and all areas of the childminding environment.

Parents' opinions are valued highly when they are regularly consulted in, for example, questionnaires. They state that they are happy with the quality of care and education and describe the childminder as 'very welcoming and trustworthy'. They especially appreciate the 'homely, friendly environment' where children are 'involved in day to day activities'. Parents regularly share information with the childminder on their child's progress and individual care routines. They are invited to contribute to their child's profile and are actively involved in their child's learning journey. The effective flow of information sharing extends to the other EYFS providers who are involved in the children's care and education.

The quality and standards of the early years provision

Children eagerly and happily explore a wide choice of imaginative and challenging opportunities as they develop creative, active learning and learn to think critically. The underpinning aspects of the EYFS are successfully implemented to help children to fulfil their potential whilst they have fun. Information about children's individual learning journey towards the early learning goals is tracked and monitored in their profile with lively photographs and observations. Starting points are clearly established in an 'All about me document' or an account of children's first week in the setting. Regular summaries provide an overview of children's individual progress in each area of learning. This is shared with parents, who are invited to include their own comments as an integral part of the document. The childminder knows each child well and, through daily observations and reflections on children's spontaneous play, informally identifies their next steps in learning and development to build on what they already know. However, this clear identification of next steps is sporadic and does not provide enough information to consistently inform future planning.

Children evidently enjoy learning and make good progress in all areas of their development. The childminder's expectations are high and children are keen to learn as they are encouraged to try out new skills. They confidently select their own activities and develop their own imaginative games within the inviting indoor

and outdoor environment. The childminder skilfully allows children to plan and initiate their own play as she steps back and observes. She knows when to interact to encourage or extend children's learning as she introduces new items or reinforces ideas.

Children eagerly share their interest with the childminder as they kick a ball in the garden or make sounds with musical instruments. The childminder listens, watches and responds sensitively to the children as they giggle and share a joke and enjoy warm, supportive relationships. Everyone smiles and laughs a lot in the happy, fun loving environment. Young children rush to share a book with the childminder and their friend as they happily snuggle up together. Early language skills are developed when young children confidently find animals in the book and make their different sounds. Consistent positive interactions enable children to feel secure and to thrive as they learn and develop independence and self-motivation. Every opportunity is offered for children to explore new skills, practise and rehearse learning and make connections with other experiences. They enjoy investigating different tactile resources in a bag, making water marks with large paint brushes on the fence or experimenting with sand, water or paint.

High standards are consistently maintained to safeguard children. Children learn to consider how to respond to risks and danger as they learn about road safety and practice emergency evacuation procedures. Visits from the local fire service provide memorable experiences for children and highlight further safety issues. Children are considerate and well behaved because they reflect the childminder's calm, consistent and respectful example. They learn to share, take turns and often consider other people's needs and feelings. For example, kindly finding a toy or drink for a younger child. Children's good health is promoted through stringent procedures to prevent the spread of infection. The benefits of fresh air and exercise are strongly promoted as part of a healthy lifestyle. Children enjoy regular outings to learn more about their environment and positive images of the wider world are included in everyday practice to promote diversity.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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