

## Inspection report for early years provision

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| <b>Unique reference number</b> | 306094             |
| <b>Inspection date</b>         | 05/10/2009         |
| <b>Inspector</b>               | Jean Evelyn Thomas |
| <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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 1992. She lives two children aged over 16 years in Meols in Wirral close to shops, parks, school and public transport links. The whole of the ground floor of the childminder's home is used for childminding. The family have no pets and it is a non-smoking environment. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and nursery to take and collect children. The childminder takes children to local parks, libraries and other places of interest on a regular basis. She is a member of the National Childminding Association and receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has a clear understanding of the individual needs of each child in her care. Activities and resources are provided which meet their interests and the childminder tracks the progress children make in their learning. There are secure partnerships with parents and relevant information is shared. The childminder maintains the required records to support her in meeting children's needs and safeguarding children from harm. Children develop an understanding of diversity and the world around them.

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

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

- consider when planning children's next steps in their learning and development to incorporate these aims into a wider range of activities to help promote the intended outcome
- further develop the information obtained from parents when children start, to support the initial planning across the six areas of learning
- further develop the outdoor play opportunities at the setting to enhance children's learning and development.

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

The childminder has a clear policy regarding safeguarding, which is shared with parents and which demonstrates her understanding of the procedures to follow to keep children safe. Children are well protected at the setting because they are

never left with anyone who has not been vetted. She has attended recent training and has up to date information regarding child protection procedures.

The childminder has good systems in place to promote children's safety and regular checks ensure that all areas of the setting are safe for use. Documented risk assessments are carried out on the setting and places they visit which significantly impacts on children's safety. Children are encouraged to learn about keeping safe through regularly practising the emergency evacuation procedure and they are made aware of the potential dangers of the road when walking in the local area.

The childminder makes effective use of self-evaluation to monitor her provision and to plan for improvements. For example, she has an action plan for her personal development detailing the training she wishes to undertake. She uses child-friendly questionnaires for children to participate in the evaluation process. The childminder listens to parents and children and values their comments to make improvements to her provision. The recommendations made at the last inspection have been met by undertaking specific training and increasing the range of resources which reflect the diversity of society to further enhance outcomes for children's learning and development. In line with the requirements of registration, the childminder is aware that Ofsted is to be notified of any significant changes.

Effective partnerships are established with parents. Letters from parents reflect their satisfaction with the service the childminder provides. Many positive comments have been noted referring to children's learning and general happiness through spending time with the childminder. The childminder keeps parents well informed about the service including the Early Years Foundation Stage (EYFS) through displays of documentation and information. Parents are provided with their own copy of the main aspects of her policies and procedures. Before children first attend the childminder gathers information from parents primarily regarding the children's care needs and routines. Limited information is obtained regarding learning and development to inform the initial planning. In line with the EYFS requirements, the childminder completes observations to assess and plan for the individual child. These are recorded in the child's own learning journal which are shared with the parents giving them opportunity to contribute to this process. Partnerships with others providing care for the children in the early years age range have been developed. The childminder obtains information about topics and activities children are doing at other settings and supports children to extend their learning by developing these activities while the children are with her.

The childminder promotes equality of opportunity. She does not stereotype play resources, resulting in all children enjoying and benefiting from the full range of play materials. She helps children to value different aspects of their own and other people's lives through discussion, activities and a range of resources that reflect different cultures and disability. The childminder creates a welcoming and inclusive environment for children and parents.

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

Children are happy and settled in the care of the childminder and spend their time engaged in age appropriate and varied activities. The setting is arranged to allow children space to move around and they can access many of the toys and resources independently as they are stored at a low level. The childminder recognises the importance of children having a mix of indoor and outdoor play. They regularly visit local places in the immediate locality and have planned trips to places of interest. However, the planning of the outdoor activities at the setting does not cover a wide range of activities to add a different dimension to children's learning and development.

The childminder fully respects the uniqueness of each child. This is demonstrated in her embracing the principles of the EYFS in her work practice and developing systems to support personalised learning to help children achieve their potential. The observations of children enable the childminder to identify next steps in children's learning and she uses the information to think about activities to introduce which will support children's development. However, she does not always consider linking resources into different play situations to help promote the intended outcome whilst continuing to follow the children's interest. For example, the childminder was not providing opportunities for writing during role play and other activities to encourage children to practice these skills whilst pursuing different types of play.

The childminder is clearly aware of the six areas of learning within the EYFS and ensures that children have a range of activities to support their learning across all areas. The childminder knows children well and has a good understanding of children's likes, dislikes and capabilities. She develops children's early language and communication skills as she asks open ended questions to encourage them to become independent thinkers. Babies and young children enjoy sitting with the childminder to share stories, this positive involvement encourages children to copy the sounds of the animals the childminder makes as she reads. Children develop their numeracy and problem solving skills as they construct the rail track and consider how many pieces they need to make the track long enough to reach the station. The childminder encourages early calculation skills by asking the children 'how many more do you need?'. The children have a selection of interactive and computer toys which they enjoy exploring. Babies press and twist buttons and lift flaps to make noises. The older children operate computer toys identifying some of the numbers and letters on the keyboard. Children develop these important skills for their future economic well-being.

Further activities provided by the childminder include physical play, arts and crafts and imaginative play. Children push dolls around the room in the pram and take them out for cuddles, reflecting what they see in everyday routines around them. Children develop an understanding of the environment and their local community as they spend time outdoors walking to school and visiting parks. Children begin to develop an understanding of sustainability as they help to recycle and talk about not wasting resources, such as not leaving the tap to drip.

The interaction with the childminder is warm and caring and supports children's developing understanding of acceptable behaviour. Children enjoy nutritious meals and healthy snacks, which are home made using fresh ingredients. They often help to prepare snacks. The childminder encourages children to learn about diversity through the activities and resources provided and by encouraging minded children to share events and experiences from their family background.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</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

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <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

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