

Inspection report for early years provision

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Inspection date	09/02/2011
Inspector	Christine Stewart
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.

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 has been registered since 1997 and lives with her husband and three grown up children in the Wallasey area of Wirral. The front living room, hall, rear kitchen/diner and first floor bathroom are used for childminding. There is an enclosed garden available for outside play. 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. There are currently four children attending on a part time basis who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and both parts of the Childcare Register. The childminder supports children with special educational needs and disabilities and children who speak English as an additional language. She 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 safe, welcoming and exceptionally well organised environment, where children are happy and settled. She has a very good understanding of how to support children to enable them to make good progress in their learning and development. Policies and procedures are generally in place to safeguard children's well-being. Effective partnerships with parents are established. The childminder has undertaken a comprehensive evaluation of her provision. This demonstrates her commitment to continuous improvement and helps promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- review risk assessments to include all potential hazards including the trampoline in the garden
- develop the systems for sharing information with parents and other settings children attend to promote continuity in supporting their learning and enable all to contribute and extend children's progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good understanding of safeguarding procedures and possible indicators of abuse. She is committed to keeping children safe and secure whilst in her care, as she conducts regular risk assessments of the premises and the garden. However, some apparatus has been overlooked when conducting the outside risk assessment. There is appropriate safety equipment in place, such as, stair gates and smoke detectors, to protect

children and to minimise hazards and accidents. Records required for the safe and efficient management of the setting are in place.

Partnership with parents is good. Children's learning journals are in place and include parent's comments. The childminder's policies and procedures keep parents informed of the care their child can expect to receive. In questionnaires that parents have completed and returned to the childminder, they express their absolute satisfaction with the service provided. Further information is displayed on the walls, such as, menus, registration details and the insurance certificate to keep parents well informed. The childminder is aware of the need to develop links with other providers who deliver the Early Years Foundation Stage to promote children's progress. This has been initiated, as the minded children have only recently commenced at additional settings.

The childminder organises the space within the setting very well, this provides an environment conducive to learning. Resources are well maintained and exceptionally well organised to enable children to make choices in their play. They are able to select toys and activities with no gender bias. The childminder completes comprehensive evaluation of her practice and identifies areas for development. She has completed the recommendations raised at her last inspection to improve outcomes for children. The childminder continues to attend training beyond the statutory requirements to further develop her knowledge and skills.

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

The childminder has a warm and relaxed approach towards the children, which helps them to settle and feel supported. She has a good knowledge and understanding of the Early Years Foundation Stage and has in place effective systems for recording children's progress. Children's learning journals are in place and identify their next steps for progress. The childminder organises enjoyable and age appropriate activities for children to enjoy during their day and provides them with a balance of adult-led and child-initiated play experiences.

Children are confident to approach her when they need help, support or attention and she responds promptly to their needs in her cheerful manner. They enthusiastically join in with the activity of choosing a coloured floating duck from a bowl of water. They each select their duck and then have to identify either the number or the colour of it and they demonstrate their pleasure when they get it right. They explore shape, number and size as they use straws to blow bubbles in a bowl of soapy water. They laugh and are exited as they blow more and more bubbles, which they count and compare their size. The childminder uses her knowledge of the children to provide activities to progress their learning. For example, they have great fun as the play imaginatively in a tent in the hall. The childminder extends this activity to explore the different houses people live in around the world.

The children enjoy regular outings to the park or beach and learn about their local community and the natural world. Through planned activities and resources children develop an awareness of other cultures and difference. For example, they celebrate Diwali and Chinese New Year and watch related children's television programmes. They borrow resources from the toy library to extend learning further.

Children's health is well promoted as the childminder has effective systems in place to obtain all required consents, record accidents and administer medication. She is qualified to administer first aid, which means she can respond appropriately in the event of an accident. Good hygiene routines are in place and the childminder offers a choice of healthy snacks and meals to meet children's dietary needs and to respect parent's preferences. The children are encouraged to recognise potential risks and dangers as they learn how to keep themselves safe. For example, they follow safe procedures when they cross roads or play in the park. They learn to share and take turns as they begin to consider other people's feelings. Children are polite and behave well. They respond well to the childminder's praise and encouragement. Self help skills, such as, putting on dressing up clothes, shoes or coats are encouraged to promote independence.

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	1
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	3
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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