

Inspection report for early years provision

Unique reference number	306175
Inspection date	26/01/2011
Inspector	Liz Grocott
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 was registered in 1998. She lives with her husband and two children aged 12 and 14 in Bebington in Wirral. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time and is currently minding four children on a part-time basis. The childminder walks to local schools to take and collect children. The childminder attends the local toddler groups and park. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have to access good learning opportunities that meet their individual needs well and keep them actively engaged. Their progress towards the early learning goals is successful. Effective communication with parents also contributes towards positive outcomes for children. Children are cared for in a safe and homely environment where the playroom is organised to enable children to self select resources. Regular self-evaluation supports the childminder in identifying strengths and areas for development, allowing her to continuously improve.

What steps need to be taken to improve provision further?

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

- ensure information is recorded about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and Welfare).
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To further improve the early years provision the registered person should:

- ensure policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children are updated to reflect changes in legislation
- engage in regular cycles of planning and review informed by accurate record keeping to ensure that all six learning areas are observed regularly

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as the childminder clearly understands her responsibility for protecting children from abuse and neglect. She has a clear procedure for reporting any concerns and knows how to report any allegations made against her or her family. The childminder is aware of the possible indicators of abuse or neglect. Parents are made aware of her responsibility. All

documentation and records are well organised and confidentially maintained. However, the childminder has not recorded information about who has parental responsibility and legal contact with each child. This is a breach of the welfare requirements. Regular fire drill practises enable children to learn about helping to keep themselves safe. Full and thorough risk assessments of the childminders home and any outings taken further protect children.

The provision is well organised so that children can develop their independence. For example, there is a dedicated playroom with resources stored at low level so children can make their own choices. The childminder promotes an inclusive service where all children and their families are warmly welcomed. She encourages children to develop knowledge and understanding about others in society through the provision of resources, posters and activities. For example, food tasting at Chinese New Year. This increases their awareness of other cultures and religions. Use of the Ofsted self-evaluation has enabled the childminder to reflect on her practice and identify any weaknesses in her service. For instance, she is finding different ways of storing resources to maximise play space for children. The childminder has a positive approach to improving her provision and regularly reads literature connected with child care to keep her practice up to date.

Partnerships with parents have been successfully developed and parents are delighted with the service they receive. They comment on the childminders caring and happy outlook and her 'gift for working with children '. They have daily books detailing information about their child's day. Learning journeys have been compiled giving step by step information on each child's progress in their learning, with photos illustrating activities and milestones. The registration certificate, public liability insurance and training certificates are available to be viewed by parents and they sign permission slips to ensure clear roles.

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

Children are making good progress towards the early learning goals in all areas of learning. The childminder has a very good grasp of the Early Years Foundation Stage and uses it well to support children's care and learning. Individual plans are made using evaluations from observation. This helps to narrow the achievement gap. Children's development is shared with parents which promotes their involvement in their child's learning. The childminders warmth and enthusiasm motivates the children to engage positively in a range of fun and stimulating activities. For example, the childminder and children dress up in high heeled shoes and 'clip clop' about on the wooden floor enjoying the sounds they are making. Their problem solving skills are tested when they try to piece together large floor puzzles. The childminder gives enough support so the children do not become disheartened, whilst still allowing them to try to solve the problem. This helps to build children's self esteem.

Children learn to be sociable and share the toys. They practise serving snack and preparing the table by wiping it, before they eat, to remove germs. They learn

about their local community, visiting the shops, toddler groups and library sessions. The childminder encourages their interest in books by sharing them with the children. She asks questions that require a thoughtful answer, such as, 'What animal do you think this is?' and 'I wonder if you can tell me what sound it makes?' Children learn about numbers through daily activities, such as counting the little characters on the weather chart and how many chairs are at the table. Children explore and express themselves creatively, for example, playing with dinosaurs, dressing up and playing with water and dough.

Children have access to a wealth of well-maintained toys. They learn to respect them by helping to pick them up when they have finished playing. Children respond well to the childminder. They learn healthy habits, such as, washing their hands before their lunch and after playing with the dough. They are protected from cross-infection as the childminder keeps the home very clean. Her policies ensure children do not attend when they are unwell. The childminder encourages healthy eating and children enjoy meals, such as, roast dinner with fresh vegetables or lasagne. They are kept hydrated as their drinks are within easy reach so they can have a drink whenever they feel thirsty.

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