

Inspection report for early years provision

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Inspection date	17/05/2011
Inspector	Denise Sixsmith
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 1993. She lives with her husband and adult child in Southport, Merseyside. The whole of the ground floor of the house and the bathroom on the first floor are used for childminding. A fully enclosed garden is available for outdoor 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. She is currently minding six children in this age group. The childminder also offers care to children from five to 11 years. She is registered by Ofsted on both parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups regularly. She holds a recognised early years qualification and is a member of a local childminder group. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a stimulating and child-orientated environment and works effectively to meet individual children's needs. Close supervision ensures that children are safe and their health is promoted very well. Positive working relationships with parents are promoted successfully enabling children to make good progress in their learning and development. The childminder has made some initial progress in evaluating her childcare provision and in developing relations with others who provide care for the children.

What steps need to be taken to improve provision further?

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

- develop further the systems which ensure continuity and coherence for children who receive care and education at other settings
- practise regular evacuation drills and record in a log book, including any problems encountered and how they were resolved
- improve organisation by developing further the self-evaluation and quality improvement process, through assessing what the setting offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. The childminder has a clear understanding of signs and symptoms that would cause concern and of the action to take to ensure

the welfare of children. Recent training ensures that she has a good up-to-date knowledge of this aspect of her work. The adults in the property are suitably checked as required, and the childminder maintains direct supervision of the children in her care. Effective risk assessments are in place to ensure children are able to play in a safe and secure environment. Although an emergency evacuation procedure is discussed with the children it has not been practised or recorded to ensure its effectiveness. The premises are secure and the childminder has good systems to ensure that children are collected by known persons. Safety equipment is in place. Written consents from parents are sought in respect of children's safety and the childminder demonstrates good hygiene practice which reduces the risk of cross-infection for children, for example, through the provision of disposable hand towels. Effective procedures are in place to promote children's health and the childminder has updated her first aid training to ensure she can attend to minor accidents appropriately.

The childminder attends regular training, for example, self-evaluation, music and movement and safeguarding, to maintain her knowledge of current practice. Since the last inspection she has addressed the recommendation set and now has an updated complaints record in place. A start has been made to undertaking a self-evaluation through the use of the Ofsted document, however, this has not been sufficiently completed to provide a comprehensive assessment. Systems to promote links with others who provide the Early Years foundation stage framework for children in joint care are at an early stage of development. Good use is made of the space in the home to enable children to move freely. Toys and equipment are stored and set out in the playroom at child level so that children can confidently and independently choose their own activities.

Good partnerships with parents are in place to ensure children's needs are fully discussed and met. Parents are provided with detailed policies and procedures and a daily two way flow of information is successfully maintained. This includes, conversations, communication sheets and questionnaires, all of which keep parents and the childminder fully aware of children's individual needs, development and new interests. The childminder promotes inclusion very well and ensures each child is supported and encouraged to learn and develop effectively. Parents are extremely happy with the care their children receive. They comment in their questionnaires about how the children, 'get very excited' about going to their childminder and are, 'very content and happy in her care'.

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

The childminder's home is very welcoming, warm and child friendly, so that children feel safe and secure. Children make good progress in their learning and development. The childminder ensures that the children have a variety of opportunities to develop skills for the future through positive interactions, discussions and access to information and communication technology equipment. Children readily involve themselves in purposeful play with the good range of toys and activities provided in the playroom and outdoor area. Toys and activities are

well matched to children's interests and abilities and include resources that reflect difference and promote equality of opportunity. The childminder involves herself fully in what the children do and she draws out their learning by talking to them about what they are doing and encouraging them to solve problems for themselves. Children's language is developing well, with children repeating words and eagerly joining in with the conversation while painting butterfly pictures. The childminder includes outings in the local and wider community, including parks and visits to the city museum, to foster the children's learning of the wider world. She provides a balance of indoor and outdoor play and lots of everyday experiences such as, planting flowers and vegetables, baking and art work. Through such activities, children learn to count purposefully, to recognise colours and to appreciate the changing seasons. The children enjoy dressing up and making music as well as sitting snuggled up to the childminder for a story about a caterpillar and one about different fish. Children are fully challenged and develop positive attitudes towards learning and development because the childminder builds her planning around their interests and their next stages of development. Learning journey records and photograph books chart children's development and are shared with parents.

Children benefit from the childminder's very good support for healthy living, through discussion and example. The childminder provides healthy snacks and meals for the children. For example, fruit for snack and scrambled egg on toast for lunch made with eggs from the childminder's hens. Children's behaviour is good. The childminder is a positive role model and reinforces good behaviour through praise, which enhances children's self-esteem and confidence. She has a calm gentle approach to which the children respond well. Good opportunities are in place for children to be active, through playing on equipment in the garden, digging and manoeuvring sit-and-ride toys. Regular visits to the park and walks in the local community helps children to learn about road safety and being safe on outings.

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	3
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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