

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Kathy Leatherbarrow
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.

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Description of the childminding

The childminder was registered in 1994. She lives with her husband and their two children aged 17 and 14 years old. They live in Maghull, Liverpool, close to local shops, parks and schools. The whole of the bungalow is available for use, except for two bedrooms and the office. There is an enclosed outdoor garden area available for play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range and of these, two may be under one year old. There are currently five children attending 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 on both the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association and holds a foundation degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge of each child's individual needs. Therefore, their learning and development are promoted to a very high standard. Children are safe and secure and robust documentation and procedures are in place to maintain their safety. Exceptional partnerships with parents and other agencies are significant in making sure that the needs of all children are met, along with any additional requirements. This means that the children make rapid progress in relation to their age, ability and starting points. The childminder strives for excellence and makes good use of regular self-evaluation and ongoing professional development to make sure that priorities for development are successfully identified and addressed.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- clarify the information obtained on who has parental responsibility.

The effectiveness of leadership and management of the early years provision

Records, policies and procedures are maintained to a high standard. The childminder takes highly effective action to minimise risks to children, which means

the outdoor and indoor spaces are suitable and safe. The daily risk assessments and steps to safeguard children are robust. For example, she is vigilant when completing safety checklists for each area. Children learn how to keep themselves safe through discussions and making their own photographic reference books on topics, such as, saying safe in the sun and road safety. The fully comprehensive written risk assessment identifies everything a child comes into contact with. The childminder has a very clear understanding of safeguarding children issues and their well-being and good health are promoted through stringent procedures. She has high aspirations for quality, which has been significantly enhanced through obtaining her foundation degree in early years.

All documentation is in place and well organised to allow ease of access should the need arise. Although, information obtained on parental responsibility is not totally clear, this is a minor area for development. Confidential documentation is stored appropriately to maintain security. The childminder strives for excellence in all that she does and regularly monitors and evaluates the effectiveness of her provision. Children and parents are all involved in the process through superb questionnaires and their suggestions are always valued and catered for where necessary.

The childminder has excellent links with parents, carers and other agencies. As a fully inclusive setting, she welcomes all children and ensures that their needs are exceptionally well met and supported. Outstanding settling-in arrangements, informal and formal meetings and the provision of children's records of achievements assist in the exceptional sharing of useful information. Parents and carers receive first class quality information about the provision and are extremely well informed about their child's progress. Parents supply a wealth of information in a wide variety of ways, to help the childminder provide high quality learning experiences. Children benefit from a warm, bright and airy environment. They move freely among the areas and there is a free flow of activity inside and outside. Children self-select from an exceptional range of resources, which are extremely well organised to allow ease of access, with drawers and shelves being labelled with words and pictures. Examples of children's work and commercial posters adorn the walls and hang from the ceilings. This gives them a sense of belonging.

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

Children are happy, confident, independent individuals. The childminder is enthusiastic and has an expert knowledge of the Early Years Foundation Stage learning and development requirements. Each area, inside and outside, is set up with a great deal of care and insight into how to stimulate children's interest. For example, they concentrate for long periods of time while constructing models, create different shapes and animals out of dough, take great interest in the wider world studying a globe and prepare and make their own snacks of sandwiches and fresh fruit. Younger children explore and investigate a delightful range of treasure baskets and sensory play, such as, the herbs in garden.

Children are stimulated and highly motivated when exploring the outdoors. They

investigate insects in the bug garden, create music with giant chimes, grow their own fruit and vegetables and collect a wonderful range of natural resources within the different seasons. Children gain an excellent awareness of diversity through many activities. For example, they participate in regular Spanish lessons, understand the use of brail and sign language and celebrate different cultural festivals, such as, Epiphany, Holi and Chinese New Year through an extensive range of activities. Children grow carrots, tomatoes, onions and cucumber and recycle and create compost. They make frequent trips to the recycling centre and sort items into the appropriate containers. This supports an ethos of sustainability.

Children are active learners and are positively encouraged to behave in ways that are safe. Positive language and visuals aids reinforce safety practices very well and children use equipment with great care and skill. The carefully planned provision enables children to make choices and take risks under constant supervision. Children help themselves to items from labelled storage drawers and from equipment, which is attractively set out. The childminder make excellent use of observation and assessment systems to plan for individual children. She provides enjoyable and challenging experiences, which are particularly well matched to children's interests and needs. Therefore, children achieve exceptionally well, both indoors and outdoors.

Children play independently and alongside each other particularly well. They have formed very strong relationships with one another, the childminder and her family. Children enjoy excellent age-appropriate opportunities to develop early writing skills. For example, they make marks using paints on models made from recycled materials. They make marks and patterns using sand and water and attempt to write their name on pictures, which they have completed. Children use a range of puzzles for thinking and problem solving from making models, matching games and shape sorters. Number is attractively displayed around the setting, both indoors and outdoors, which is supported by rhymes, songs and books.

The childminder has an excellent knowledge of the welfare requirements and implements highly effective policies and procedures to promote children's physical, social and emotional well-being. Children are cared for in an environment kept clean through stringent hygiene practices. Children are taught the importance of good food choices and exercise; for example, vitamins and calcium in food and drink is good for healthy bones and teeth and how walking and running enables the oxygen to travel around their bodies. Children have continuous access to wonderful indoor and outdoor provision throughout the day, which secures their understanding of the importance of regular exercise as part of a healthy lifestyle.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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