

Inspection report for early years provision

Unique reference number	322156
Inspection date	09/12/2008
Inspector	Michele Anne Villiers
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1995. She lives with her husband and two daughters, one aged 15 years and one of adult age, in Hunts Cross, Liverpool. The whole ground floor of the childminders house, plus two upper floor bedrooms, are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time under the Early Years Register and compulsory part of the Childcare Register. She is also registered to provide overnight care for two children at any one time, and occasionally works with an assistant. When working with an assistant she may care for a total of eight children at any one time. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently a total of nine children on roll aged from one year to nine years, of these, four are in the early years age range. The childminder walks or transports children in a vehicle to local schools and play groups. She is a member of the National Childminding Association (NCMA)

Overall effectiveness of the early years provision

Children happily play in a warm and welcoming family home where they progress well in all areas of their development. The childminder has a good understanding of the children's needs and is proactive in creating an inclusive atmosphere. She has started to devise some systems to monitor the children's achievements, and to evaluate her own provision, recognising that these are areas for improvement. Effective partnership with parents and other providers helps to ensure the children's learning and welfare needs are appropriately met. There are good health and safety measures in place, and risk assessment is used well to address possible hazards within the home and on outings.

What steps need to be taken to improve provision further?

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

- continue to develop and use the information from observation and assessments, linked to the children's starting points, to identify learning priorities and plan relevant learning experiences for each child
- continue to develop systems of self-evaluation to identify strengths and areas for improvement, and provide opportunities for parents to contribute their ideas and suggestions.

The leadership and management of the early years provision

The childminder is well organised and shares documentation, plus many written policies and procedures, with parents. All adult household members have been suitably checked in order to help safeguard children. The childminder has a good

awareness of child protection issues. She has a written safeguarding policy to follow if she should have any concerns about a child, or an allegation is made against her. Health and safety is paramount. The home is very clean and well maintained, and children and adults remove their outdoor shoes on arrival, helping to minimise the risk of cross infection. Good attention is given to the children's personal hygiene and children benefit from a nutritionally balanced diet. Risk assessment is conducted regularly within the home and on outings in order to identify and eliminate any potential hazards.

There is a strong commitment to continuous improvement and the childminder is very keen to improve upon her knowledge and to use her skills to enhance the children's welfare. She has started a degree course in childcare and keeps up-to-date on current issues by attending relevant workshops and training events. The recommendation from the previous inspection with regard to updated her safeguarding policy has been met. The childminder has started to evaluate her provision using the Ofsted self-evaluation form. However, she has not yet used this to fully identify her strengths and areas for improvement, and to include parents input.

The childminder has a good partnership with parents and keeps them well informed about their child's progress and activities through daily discussion, recorded documentation and photographs of the children playing. There is an inclusive environment where all children are respected for their differences and activities are adapted according to the children's age and ability. Important links have been forged with other provisions that young children attend in order to promote continuity of care and learning and to identify any areas of concern.

The quality and standards of the early years provision

Children receive good support from the childminder who sits with them, enthusiastically motivating their learning and enhancing their skill. She uses probing questions to extend their communication, language and literacy skills. During play children learn the names of wild animals, they count how many spots there are on the toy leopard and which one of the three is the smallest, therefore incorporating mathematical skills into their play. New names are introduced, such as rhinoceros. A variety of books are provided for enjoyment and children frequently visit the local library for story time and singing sessions. Many opportunities are provided for children to mark-make, including painting, drawing and playing with sand and water.

Children confidently explore their environment, selecting toys, and playing well alongside each other, sharing and taking turns. The childminder uses effective planning to provide a balance of child-initiated and adult-led play opportunities, both within the home and outside. They enjoy regular visits to local playgroups and places of interest. Children are well behaved and cooperative. They help to tidy away and assist each other, their achievements are rewarded with praise and encouragement, fostering their self-esteem. Toys and resources are stored in colourful boxes on low level shelving and large numbers with corresponding spots are displayed on the boxes, helping children to count and recognise numerals.

All children are included and activities are adapted to suit their needs. Parents speak highly of the provision and they complete 'Getting to know me' booklets on their child's likes and dislikes. The childminder uses observation to track their progress, and records their achievements through photographs and some written information. Children develop well because the childminder has a good understanding of how children learn. She provides a stimulating environment with challenging activities and positive support. However, the information obtained through observations is not clearly linked to the children's starting point and is not yet being fully used to inform future plans.

During role play activities children excitedly pretend to make breakfast and cups of tea, re-enacting life at home. They are reminded that the toy oven may be hot, and children cautiously blow on pretend food, demonstrating an awareness of safety. They use their imagination well, converting the role-play into a shop, purchasing food and paying the childminder who is the shopkeeper. They use cash registers and play with mobile toys, learning about everyday technology. Children also have fun dressing up, and playing with musical instruments. The childminder uses every opportunity to incorporate learning through play. For example, they discuss the colour of the different keys in the xylophone and talk about why someone may be in a wheelchair when playing with play people with walking aids. They access an extremely well resourced garden with a wide range of wheeled toys and climbing apparatus to help develop their strength, coordination, balance and stamina.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.