

Inspection report for early years provision

Unique reference number	322254
Inspection date	01/12/2008
Inspector	Jean Evelyn Thomas
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 registered in 1995. She lives with her partner, who is registered as a childminder, and their two children aged over 16 years of whom one is registered as an assistant. They live in a suburb of Liverpool. The childminding service operates mainly from the ground floor level of their home. The toilet facilities are on the first floor. There is a fully enclosed outdoor play area.

When working alone the childminder is registered to care for six children at any one time on the Early Years Register and the compulsory part of the Childcare Register. When working with another childminder or an assistant she may care for a maximum of eight children. The childminder is also registered on the voluntary part of the Childcare Register to care for older children. Currently there are nine children on roll under eight years. There are no children currently attending who have learning difficulties or disabilities or who speak English as an additional language.

Overall effectiveness of the early years provision

The childminder supports children very well and they are making good progress in their individual learning and development. Their needs are met and their interests promoted through close partnerships with parents and a positive environment. The childminder is fully committed to providing an inclusive setting where all children are respected and valued. Consequently, the children have a strong sense of identity within her care and pursue activities enthusiastically. In her self evaluation the childminder identifies the strengths and weaknesses of the provision to promote continuous improvement in the quality of her practice.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents to seek emergency medical advice or treatment for children's well-being
- develop systems to gather information from parents regarding children's starting points to build on what they already know and can do.

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

- complete a written risk assessment on places visited outside the setting for children's safety (documentation).

15/12/2008

The leadership and management of the early years provision

The childminder is very well organised and strongly committed towards providing high quality care and education for children. Her ongoing involvement in a quality assurance scheme and the use of self evaluation systems contributes to the effective monitoring of the service she provides. The recommendation from the previous inspection relating to further developing children's understanding of healthy eating has been fully met. The childminder organises various activities, such as growing vegetables and involving children in the preparation of foods, to trigger their interest in healthy eating options. This experienced childminder demonstrates an ongoing commitment to her professional development, for example, she has accessed training on the Early Years Foundation Stage and completed a refresher safeguarding course. The childminder works effectively with another childminder and an assistant. They share roles and work very well together to offer children stimulating and challenging activities.

Systems are in place to observe and assess children to track their progress and plan their individual learning journey. The childminder enthusiastically implements the Early Years Foundation Stage to support children's progress towards the early learning goals. The promotion of inclusive practice is considered and implemented by the childminder throughout her practice. Children are provided with opportunities and resources to develop their positive attitudes and learn more about equality and diversity.

The childminder has developed good systems to work in partnership with parents. Parents are provided with a wealth of information about the service and their own child's learning and development. Parents are encouraged to be active participants in their child's observation, assessment and planning cycle. Information is obtained from parents when new children start about their welfare needs, which are followed to contribute to their sense of security. However, the childminder is not establishing the children's starting points regarding their learning and development to build on what they already know and can do. Good relations are maintained with the other Early Years Foundation Stage providers who are involved in the children's care and education.

Children's safety is well protected and potential hazards are identified and recorded in the daily risk assessments. However, written risk assessments have not been produced for outings. The childminder clearly understands her role in safeguarding children, and is fully aware of the procedures to follow should a concern arise.

The quality and standards of the early years provision

The childminder has good knowledge and understanding of the principles of the Early Years Foundation Stage and successfully puts them into practice to help children to fulfil their potential. She knows each child well and clearly identifies their next steps in their individual future planning, which is linked to the six areas of learning. Children's individual progress is recorded in their portfolio, which includes observations and photographs. The designated playroom and other

registered areas at the setting are organised to promote children's active learning and develop their confidence and independence. Informal learning opportunities are maximised during everyday activities. For example, whilst having their nappy changed a child points to the number poster and counts. The childminder reinforces the child's understanding by encouraging them to count their fingers with her.

The childminder meets children's emotional needs, which is the basis of their very secure and close relationship. Consequently, the children are confident and lively. They select resources of their choice and make decisions on the direction of their play. The childminder has a flexible approach to implementing routines and planning. She follows the interests of the children as she fully understands that it is the most effective practice to support their learning and development. The children are very creative and express their ideas in many ways including dance, imaginative play and art. They enjoy taking the 'babies for walks in the buggies' and use the vegetables from the role play resources as microphones whilst they conduct interviews with each other. When involved in imaginative play they decide that they want to model the play dough. They freely access the dough and utensils and set up the activity independently. The children skilfully use utensils to create their own designs. Throughout this and other activities the children happily chatter and are eager to involve the childminder, who responds positively at all times. In their conversation the children use mathematical language as they compare the different sizes and shapes of their models. The childminder's involvement extends their thinking and language as she asks questions. There is a real sense of fun and enjoyment at the setting. The children show a pleasure in books which they either look at independently or with the childminder. Children explore programmable and interactive toys, showing an interest in why things happen and in making things happen. These activities contribute towards developing children's skills for their future economic well-being.

The childminder values outdoor activities to bring another dimension to children's learning. She provides suitable clothing for the children to be dressed appropriately to use the garden throughout the year. Children have access to a range of equipment both large and small which support and extend their physical skills very well. They learn about their wider community on outings and explore their natural environment in the local park and play areas. The childminder promotes children's good health through the provision of a varied diet of home prepared and cooked foods. Drinking water is available at all times to promote healthy choices for the children.

Children's behaviour is good. It is managed in a caring sensitive way, ensuring children's concerns and needs are fully supported. The childminder uses visual aids to remind children of the house rules. Children also learn to recognise and respond to potential risks and hazards. For example, emergency evacuation procedures are practised regularly and carried out very calmly to help children learn how to look after themselves.

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