

Inspection report for early years provision

Unique reference number	EY280593
Inspection date	19/12/2011
Inspector	Jean Thomas
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 2004. She lives with her husband and children aged 13 and 15 years old in Heswall, Wirral. The whole of the ground floor of the property is used for childminding. The toilet facilities are situated on the first floor level. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two hens.

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. There is currently one child attending, on a part-time basis, who is 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. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming family home and children make good progress in their learning and development. Children are happy and settled and have formed positive relationships with the childminder and her family. The childminder goes to a great deal of effort to ensure that the individual needs of the children are met through partnership with parents and other agencies. The childminder demonstrates a positive attitude and commitment to developing and improving the quality of her service.

What steps need to be taken to improve provision further?

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

- develop systems to monitor the planning to ensure it is balanced across the six areas of learning
- increase opportunities for parents to contribute to the planning to further enhance their involvement in their child's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding issues. She has undertaken recent safeguarding training to ensure her knowledge is secure with the current guidance and procedures to be followed to protect children from harm. Her own written safeguarding policy is shared with parents to make them aware of her responsibilities. The childminder completes risk assessments on the premises and places she visits with the children to promote their safety. The childminder

supports children's understanding of how they can look after themselves. For example, they participate in regular evacuation drills, follow road safety procedures and learn about stranger danger issues.

The childminder is qualified to National Vocational Qualification Level 3 Early Years Care and Education and she values ongoing training to continue to improve the quality of her provision. She uses Ofsted's self-evaluation form to identify the strengths of the provision and areas for improvement. She seeks the views from parents to reflect on her practice. The childminder has met the recommendations from the previous inspection. As recommended the childminder has developed written policies and procedures and the comprehensive manual is shared with parents. The childminder has prepared a system to record complaints and organises the required documents for the effective management of the provision.

The childminder creates a welcoming, enabling and homely environment for children. Play materials are easily accessible to encourage children to make independent choices in what they want to do. The childminder has made a cosy book corner to attract children to this area encouraging them to develop an enjoyment in reading. Children proudly display their art work which significantly impacts on their sense of belonging and self-esteem. The childminder has invested in a range of resources, both books and play materials, to help nurture children's understanding and respect for the diversity of society. The childminder makes excellent use of resources within the community and further a field to improve outcomes for children. She researches to find suitable events and facilities for children's enjoyment and to broaden their experiences. For example, pursuing 'hands on' activities at the art gallery, exploring a castle dressed up as knights and testing their physical skills on innovative climbing structures in a refurbished town park. The childminder is exceptionally proactive in ensuring children can make full use of resources within the community to support their individual learning and development. The childminder has chickens and the children are involved in feeding the animals and gathering the eggs they lay. Children's practical involvement in activities, such as this and recycling goods, growing vegetables and composting appropriate items, helps to nurture their understanding about the importance of not wasting the earth's resources.

The childminder develops good partnerships with parents. Information is gathered from parents when children start to help the childminder plan for their individual needs. The childminder encourages ongoing exchange of information to continually promote the partnership in their child's learning and development. However, parents are not contributing to the documented planning to further enhance this partnership. The childminder compiles individual children's learning journals, which form a record of the good progress children are making. The childminder respects parents' wishes in the care of their child and has all appropriate consents in place. Parents have written highly favourably about the quality of care their children receive. The childminder has established effective contact with other providers delivering the Early Years Foundation Stage to the children she minds to promote continuity and progression. The childminder follows guidance given from other professional agencies to help children achieve their full potential in their learning

and development.

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

Children are happy, confident and eager to engage in play of their choice. They develop a trusting relationship with her and happily seek the attention of both the childminder and her own children. Because of the close relationship with the childminder and good care provided, children feel secure and safe, which provides the basis for their learning and development. The childminder has developed personalised planning for children based on observations and assessment using the Early Years Foundation Stage Learning and Development guidance. However, it is less clear that the planning is balanced across the six areas of learning.

The childminder promotes children's language development in the knowledge that communication skills impact on all areas of learning. She clearly responds to children's communication for them to hear the correct pronunciation of words and asks questions as they play. The childminder uses the outdoor environment as a valuable learning resource. For example, children practise early writing skills as they make marks in the sand when visiting the beach. Children show deep levels of concentration as their play plans develop using small world resources, including play people, house and cars. In play and everyday situations, the childminder promotes children's learning of colour, shape, size and number. Children are starting to introduce mathematical concepts in their play, such as counting the cars without being prompted by the childminder. By placing one more vehicle alongside the others, the childminder encourages the children to complete basic calculation of adding on. The children look at photographs in their learning journal and recall the visit to a garden centre where they counted the fish in a tank. They then count the fish in the photograph showing their increasing interest in numbers. Children's creativity is nurtured through many activities and resources, including role play and access to art and craft materials, which children use to produce their own work. The children develop their computer skills, as they follow appropriate programs using the mouse and key board. The children are learning to be independent and form relationships. Consequently, they are developing skills for the future.

Children are offered healthy and nutritious meals and snacks. Foods are freshly prepared and cooked by the childminder. Children gain effective skills in independence through helping themselves to drinks when thirsty. The childminder is using a safer food documentation to monitor the quality of her practice to safeguard children from the risk of food contamination. Fresh air and exercise is an important part of the children's daily routine, further encouraging a healthy lifestyle. The childminder is a good role model for children's behaviour. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement.

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	1
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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