

Inspection report for early years provision

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Inspector	Elizabeth Margaret Grocott
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 2006 and lives with her husband and two children aged 10 and seven years in the Sefton area of Liverpool, on Merseyside. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder uses the whole of the ground for childminding. There is a fully enclosed outdoor play area to the rear of the property. The home is fully accessible. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness.

The childminder is registered to care for a maximum of five children under eight years and there are currently 11 children on roll of whom seven are in the early years ages group, attending on a full and part-time basis. She also offers care to children over five years to 11 years. The childminder walks or drives to nurseries and pre-schools to take and collect children and also attends local groups. The childminder has an award in an Introduction to Childminding Practice and is a member of the National Childminding Association (NCMA). She is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder demonstrates a highly dedicated approach to her work and those in her care are extremely happy and contented. She recognises and treats children as individuals with their own needs and preferences, providing activities designed to be stimulating and purposeful for each child. They enjoy participating in a wide range of exciting activities and outings, and make good progress in their learning and development. The childminder fosters strong partnerships with parents, ensuring that children experience continuity and consistency in their care. She successfully reflects on her practice and identifies areas for improvement and demonstrates a very good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend working together with other practitioners to support transition between settings.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given a high priority and children are kept safe from harm as the childminder has a good awareness of the signs and symptoms of child abuse. Her detailed child protection procedures enable her to react promptly if she

has cause for concern. The childminder has a current paediatric first aid certificate which means that she can treat minor injuries appropriately. Effective risk assessments are implemented so that any hazards are minimised, therefore, ensuring that children can play in a safe indoor and outdoor environment. All required consents and permissions are in place meaning that children's welfare needs are met appropriately.

The childminder has a strong desire to continually improve. This is demonstrated by her high commitment to ongoing professional development to improve her provision and in turn the outcomes for children. Recent training includes health and safety, child protection, risk assessment, outdoor play and positive behaviour management. The learning from the training enables the childminder to have up-to-date knowledge in the childcare field. The recommendations from her last inspection have been successfully addressed. The childminder has implemented a system to evaluate her practice and identify areas for future development. For example, extending outdoor learning by growing more vegetables. She involves parents and children in evaluating her practice by seeking their views through discussion and the completion of questionnaires. All children are treated equally and planned for individually, to ensure they reach their full potential.

The childminder has excellent relationships with parents; she fully involves them in their children's learning, sharing information during collection and pick up times, and by providing access to children's delightful 'Learning Journey' books which contain lots of photographs of children and samples of their work, showing that they participate in a full range of experiences across all areas of learning. Parents are extremely complimentary about the warm, caring environment the childminder provides and the support children receive in order to consolidate their learning. They comment on the links made with schools to extend children's learning, the stimulating environment and the affectionate relationships observed. The childminder has formed good links with other providers of the Early Years Foundation Stage (EYFS) and is developing communication systems.

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

The childminder has an excellent understanding of the EYFS framework which has enabled her to implement the welfare and learning and development requirements successfully. The children make very good progress in relation to their starting points because the childminder knows them well and intuitively responds to their changing needs and interests. Children are offered a good range of activities across all areas of learning and are provided with opportunities to play in a welcoming and child-friendly learning environment. Children receive excellent levels of attention. For example, while nappy changing, the childminder takes her time and talks to the children, reassuring them at all times. Privacy is respected too as the changing area is suspended above where children play. The childminder responds to babies' babbles, imitating their sounds and giving plenty of eye contact and smiles. Children receive good levels of praise for their achievements and efforts, and this effectively promotes their self-esteem. The childminder records detailed observations of children's development and interests. Each child

has individual records in place, containing regular recorded observations and examples of their achievements linked to the six areas of learning. The childminder ensures that children follow their own routines for rest and supports their individual requirements throughout the day.

Children learn about the wider world as they visit a local farm where they see and interact with rabbits, pigs, sheep and goats. They visit the dentist to find out what happens when they have to have their teeth inspected. Their interest in books and language development is enhanced by visits to the library. Their problem solving skills are challenged as they attempt puzzles, bake cakes and explore shadows. Children enjoy outdoor play where they slide, ride tractors, bikes and practise ball skills. They investigate dough, water and sand, and enjoy craft when they make prints of their feet. Children are encouraged to be creative and use their imagination as they role play. They play with musical keyboards and learn that by pressing various buttons, this achieves different results in that the music is loud or soft, fast or slow. The childminder takes children to lots of places of interest, such as the museum, the art gallery and safari park. Children are encouraged to learn about differences in society through topics, celebrations and resources provided. For instance, children are taken to a Chinese restaurant during the Chinese New Year celebrations, where they sample real Chinese food.

Children are encouraged to follow good hygiene routines, such as hand washing and they have their own individual towels to prevent the risk of cross-contamination. Although parents provide all meals, the childminder promotes a healthy diet providing snacks of fresh fruit and vegetables. Drinks are freely accessible to children, which ensures that they can meet their bodies needs independently and remain well-hydrated.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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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

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