

Inspection report for early years provision

Unique reference number	EY356103
Inspection date	21/03/2012
Inspector	Dorothy Williams
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 2007. She lives with her husband and three children aged six, 11 and 13 years in a suburb of Liverpool. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outdoor play and a front paved area for bikes and wheeled toys. The childminder provides a range of outings for extended learning experiences beyond the local community.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children under five years. She also cares for three children after school on a regular basis. The childminder has support from the local children's centre, local authority quality improvement officer and childminder network group. She is a member of the National Childminding Association. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a bright, warm and welcoming environment where children feel safe and secure. Children are relaxed, happy and make good progress towards the early learning goals. The childminder engages well with parents and other professionals to ensure the children's individual needs are appropriately met. The childminder is in the process of evaluating her provision and looks to improve her outdoor play area in order to extend the children's learning experiences.

What steps need to be taken to improve provision further?

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

- develop the outdoor provision to cover all areas of learning and development and extend learning experiences
- develop a clear system of self evaluation which recognises strengths and weaknesses of the provision and ensures there is a plan in place to address these issues.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in the setting because the childminder has a good knowledge of the safeguarding procedures. She is well informed about child protection and has contact details available. Children are kept safe whilst in

the childminder's care because she supervises the children well. She readily joins in their play activities. The childminder regularly reviews and updates her risk assessments which cover all areas of her home. This means that children are well protected when using equipment and resources and are able to move round the setting with ease. Children are also further protected because the childminder keeps good records including accident, medication, attendance and fire drills.

The childminder demonstrates good knowledge of the Early Years Foundation Stage and successfully supports children to achieve as much as they can. The environment is well organised and there is wide range of accessible resources for children to choose from. This means that they enjoy their experiences and make good progress in their development

A key strength of the childminder's provision is her relationship with parents and carers. On registration, parents and children complete a 'Getting to Know Me' booklet which provides useful information about children and their families. Parents are given a comprehensive pack that includes all required policies and procedures and a set of house rules. The childminder gives good daily and weekly feedback to parents and other settings. This includes text messages for anxious parents. This means that parents' wishes and children's individual needs are effectively met. The childminder has very good relationships with local schools and attends playgroup and extended play sessions at the local sure start children's centre. This means that children feel reassured and move easily between settings.

Children are learning to develop positive attitudes towards themselves and others because the childminder challenges any discriminatory comments such as 'only mummies do the shopping', or 'boys can't play with babies'. She discusses why children think this is so and offers alternative scenarios by encouraging children to think about their own family situations. The childminder understands the need for reflective practice and is developing this further. She attends regular local childminder network meetings where she seeks support to evaluate her provision and therefore improve outcomes for children.

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

Children develop trusting relationships with the childminder and are familiar and secure with routines. Children move freely and safely around the setting. For example children are aware of safety when walking up to the bathroom. They sit on the bottom stair when the childminder opens the door for visitors. The childminder plans a range of learning opportunities for children to enjoy both within and away from her home. She encourages children to think about and discuss their activities in order to find out more about their interests. The childminder communicates well with the children. They engage in extended conversation and enjoy reading together. This supports children's language and communication skills. Planning, observations and 'learning journals' indicate a range of opportunities for children to problem solve, make marks, and create using a range of materials. The children learn to improvise during their play. They roll paper into balls for a football game and use empty packets in the shop. The

children use the front paved area with good effect for mark making with coloured chalks and paint.

Children develop good knowledge of the wider world through trips to the local shops, museum the zoo and park. They celebrate birthdays and festivals as they arise and fundraise for national and local charities. The garden area is not currently in use as it is being developed to extend the play area. As a result, some aspects of children's learning and development are less well promoted outside. The childminder compensates for this with daily visits to the park, local play areas and longer trips to places of interest. This means that children's physical development is planned for on a weekly basis. The children enjoy watching the progress of the work.

The childminder values good health and provides opportunities for children to develop good hygiene habits. Children wash their hands after playing and before eating. They use the bathroom appropriately and use tissues to blow their nose. They are beginning to learn about healthy eating and make good choices at meal times. This is because the childminder offers a menu of healthy options such as fresh fruit and raw vegetables for snack. Midday and evening meals are varied and include home made pizza, pasta and 'scouse'. Fresh juice and water are available at all times. Children develop an awareness of safety issues and how to keep themselves safe. This is because the childminder carefully explains why activities such as running inside are dangerous. Children talk about the need to wait before going upstairs to the bathroom. In this way children are involved in assessing risks.

Children are making steady progress towards the early learning goals because the childminder regularly observes what they can do, records progress and identifies next steps for learning. The childminder uses this information to plan activities that meet children's individual needs and interests. Children choose to engage in role play, number games, small world and jigsaws they laugh at funny stories. When playing shop they ask adults to join in the activity. When dressing up they seek approval and talk about super heroes. As a result, children thoroughly enjoy their time with the childminder and are developing skills for their future.

Children's behaviour is excellent. This is because the childminder has house rules which she shares with parents and children. Children are aware of rules and ask visitors to take off their shoes or sit on a chair properly. The children readily say please and thank you and offer snack to each other. The childminder settles disputes quickly and efficiently by suggesting alternative dressing up or asking children to calm down and think about their actions. The children respond well and adopt good patterns of behaviour. The childminder models courteous behaviour when speaking to the children. She gives a high level of praise and encouragement throughout the session which is well received and reciprocated by the children. This shows that the childminder puts the interests and development of the children at the centre of her practice.

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	2
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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