

Inspection report for early years provision

Unique reference number	EY367962
Inspection date	04/03/2009
Inspector	Margaret Patricia Mellor
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 2008, and very occasionally works with another childminder. She lives with her husband and adult daughter in Liverpool. Children use the whole of the ground floor of the childminder's home for their care, play and learning experiences. There is a secure, fully enclosed garden for children's outdoor play.

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. She is currently minding three children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local toddler group on a regular basis. She receives support from the local authority. She is a member of the National Childminder's Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and confident in the childminder's care, and play in a very homely, supportive and generally well resourced environment. They are safe and secure at all times, and enjoy learning about their local area. The childminder has a good knowledge of each child's individual needs, and works closely with parents to promote children's welfare and create an inclusive atmosphere. She is very caring and attentive, and plans a good range of activities, helping children to make good progress in their learning and development. She demonstrates a keen commitment to continuous quality improvement, and is beginning to identify strengths of her provision and areas for future development.

What steps need to be taken to improve provision further?

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

- continue to build upon the resources that promote children's awareness of diversity in the wider community
- take steps to improve self-evaluation to include parents views and thoughts.

The leadership and management of the early years provision

The childminder manages her provision well ensuring that children's welfare, learning and development is nurtured in a in a safe and supportive environment. She enjoys good relationships with parents, and becoming familiar with each child's needs, and their starting points is part of the settling in procedures. This helps the childminder to recognise and support each child's uniqueness and

individual needs. Parents are given a profile about the childminder activities with many written policies and procedures, and ongoing sharing of information is good. For instance, the childminder takes time to write a day diary slip for every child and chat to parents as they arrive, contributing to the quality of children's care, learning and development.

Good systems are in place to safeguard children. The childminder's vigilance in following good hygiene practices, and the provision of children's individual towels, helps to minimise the risk of cross infection. She ensures that another childminder who occasionally works with her, and other adults in her home having contact with the children are suitable. She is aware of her responsibilities in the area of child protection, and risk assessments of the premises, toys and outings are sufficiently robust and regularly reviewed. Meals and snacks are healthy and nutritious, and children learn about the importance of a healthy lifestyle through their daily routine and regular physical exercise. Good organisation of documentation, such as, children's accident and medication records also contribute towards the effective management of the provision.

The childminder organises her home creatively and with children in mind. There is space for active play or rest, and children freely choosing toys that appeals to their interests, promotes confidence and independence. Activities are planned around children's developmental needs and interests, and provide a good balance of child initiated and adult led activities. The childminder demonstrates a keen commitment to promoting better outcomes for children. Since registration has accessed Early Years Foundation Stage (EYFS) training, and introduced a scrapbook for every child of their achievements. Future developments included a vegetable garden to support children's interests in digging, and she recognises that the views of parents are not being considered in the self-evaluation process.

The quality and standards of the early years provision

Children happily play in caring environment, and bringing toys from home and displaying their paintings helps them feel that they belong. The toys stimulate children's enjoyment and conversation, and child-size furniture enables them to sit in comfort with their friends. Children grow in confidence as they form close relationships with the childminder, who enthusiastically motivates and supports their play. Activities are flexible, based on the children's interests, for example, children eagerly choose whether to paint, do puzzles or play with the dolls, and daily plans show opportunities to join in story times. The childminder is successfully using starting points, ongoing observation and a system she devised from the EYFS practice guidance to identify and plan for the child's next steps of learning. This helps children to make good progress toward the early learning goals and achieve their full potential.

Children are cared for in a positive environment, and each child's uniqueness is highly valued. The childminder knows and makes allowances for the children's different personalities, for instance. Young children enjoy playing alongside or with one another, and regular visits to toddler group also provide worthwhile opportunities to socialise with others. They begin to learn what they have tried or

done well, responding warmly to the childminder's praise and encouragement. The childminder helps children to become aware of keeping themselves safe, such as, road safety on walks, and planned activities, when practising fire evacuation. Picking their own vegetables at the allotment, nurtures children's understanding of healthy eating, and they learn about dental hygiene when brushing teeth. Meal times are a social occasion where good manners are encouraged, such as 'please' and 'thank you'. There are good procedures for sharing information about dietary needs, therefore, parents wishes are respected and children remain healthy.

Outdoor play is a particular favourite with the children, and running in the fresh air, climbing and peddling wheeled toys promotes their growth and development. Children develop good levels of independence given their age and stage of development. They help themselves to drinks when thirsty and developing skills in self care is encouraged, such as, independent hand washing. Children learn to care for living things as they feed the wild birds, and about their local area with visits to the park, library, farm or museum, which are enjoyed by all. They begin to develop respect for others as they celebrate different cultures and learn simple sign. Their awareness of the wider community, however, is not fully promoted because multi cultural and positive image resources are not yet broadly incorporated into the range of play materials.

Children's creativity is promoted well. They build up a repertoire of rhymes, explore musical instruments, paint and collage, and love to role play. Young children show plenty of curiosity as they explore using their senses and magnifying glasses. They develop their awareness of technology as they play with the cash register or phone, and begin to make connections through experiences when playing with battery operated toys. Counting how many pieces of fruit they have at snack time supports young children's awareness of number, and when drawing, painting or completing simple puzzles they become aware of colour, shape and pattern. Children's early literacy skills are supported well by the childminder as she sits reading and sharing books with them, encouraging imitation and repetition of sounds and words. Singing rhyme's, such as 'Five speckled hens', print as labelling and access to a camera also contributes to children's future skills.

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 registration.

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.