

Inspection report for early years provision

Unique reference number	EY404133
Inspection date	07/03/2011
Inspector	Sue Birkenhead
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 2010. She lives with her two adult children and her child who is three. The family live in the Waterloo area of Sefton, Liverpool area close to local facilities, schools and transport links. The ground floor of the property is used childminding purposes. There is a secure area for outdoor play.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of five children under the age of eight years at any one time of whom two may be in the early years age group. She is currently minding four children on a part-time basis. All of whom are within the early years age range and two are in full-time education. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a stimulating environment where they develop positive relationships, consequently they are happy, secure and enjoy learning. The childminder develops a good understanding of the Early Years Foundation Stage requirements, therefore children make good progress in their learning and their individual needs are generally met with consistency. However, there is a minor breach in the requirements regarding the administration of medication. Appropriate partnerships develop with parents and the positive links with other settings promote a complementary approach to children's learning. Opportunities for the childminder to reflect on her practice are developing well and she demonstrates a strong commitment to continuously improving her practices.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given and inform parents of medicine administered (Safeguarding and promoting children's welfare) 21/03/2011

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

- develop further children's observations to reflect their next steps in learning and use this information to inform the planning of activities
- improve procedures for sharing information with parents to enable them to review their children's progress regularly and contribute to their child's learning and development record and use their views about the setting to

contribute to procedures for self-evaluation.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a positive understanding of the signs of abuse and the procedures for reporting concerns, clearly highlighted in her written policy. In addition she continues to extend her knowledge by embarking on additional training. The regularly reviewed risks assessments, the monitoring of visitors, as well as the use of relevant safety equipment means children are cared for in a safe environment. The childminder is generally effective in her organisation of record systems and confidentiality is respected. However, there is a minor breach in the requirements relating to the administration of medication. As a result, parents do not always sign to consent to medication or acknowledge when it has been given. Her commitment to the continuous development of her service is clear to see from the level of additional training she completes and the systems used for self-evaluation. Consequently she strives to promote better outcomes for children.

The childminder implements some positive initiatives to ensure the sharing of information with parents is effective in the main. The many written policies they receive and sign against include the positive practices for safeguarding children and complaints. In addition they are provided with an account of their child's day and well-being through the daily diary. However, parent's views do not currently contribute to the procedures for self-evaluation. The childminder makes parents aware of entries to the children's observation files, although, more formal procedures to involve parents in their child's continuous learning is an area for future development. The written reference parents provide as part of the inspection express how happy they are with the children's care and education. Parents are secure in the knowledge that the childminder knows a lot about the early years and they refer to the 'excellent' relationships that develop. They say the childminder communicates well and provides a 'warm and happy home', where children settle well and are safe. Links with other settings the children attend are well established as a result they discuss aspects of the children's care and learning and complement the delivery of the Early Years Foundation Stage.

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

Children are happy, secure within the welcoming and inclusive environment. The good displays of information, educational posters and children's art work promotes well their sense of belonging. The positive deployment of varied resources within the rooms they play, support well the children's learning and development. Children from a young age are confident to explore freely, make choices in their play and become active learners. The childminder effectively interacts during play by discussing what children do, supporting and guiding them to extend their learning and have fun. They respond to her effective communication through

discussion which consequently supports the development of their language. The individual activity planners for children reflect a good balance of adult-led and child initiated opportunities. They are linked to the areas of learning to ensure they are covered in sufficient depth over a period of time. The positive development of the children's individual, purposeful observations highlights the progress children make and is supported by photographic evidence. Some reference is made to their next steps in learning; however, entries are not clearly linked to the planning. As a result, the good progress children make towards the early learning goals is generally documented well.

The children take part in many worthwhile learning experiences, which contribute to the development of their future skills. They attend local groups to promote the development of their social and physical skills. Children begin to develop their interest in books, which supports the development of their language and literacy skills. Books are made accessible and they visit the library on a regular basis. The use of various media and interesting activities the childminder instigates encourage children's creativity and sensory development. For example, they use paper mache to create pumpkins during Halloween, create puppets from wooden spoons and make a vase of flowers, which they spray with perfume from tissue and recyclable materials.

Opportunities for children to learn about people's differences are incorporated into the long term planning and the various resources which promote their understanding of diversity. They recognise Chinese New Year through their art work; make salt dough decorations and cards at Christmas and firework models during Diwali. Through the range of interactive resources, such as, the camera, or the digital audio player to take pictures and the battery operated steering wheel children are introduced to basic technology.

Children's understanding of the natural world is positively promoted because they plant, nurture and grow strawberries and tomatoes outdoors. They collect jars with a view to growing beans indoors in the near future. Opportunities to extend their learning of mathematical language are promoted well during activities. For example, they learn to match and sort the pieces of the puzzles, count the number of cars and other objects, learn about measure during baking activities and discuss size and shape during imaginary play or creative activities. Children begin to give meaning to the marks they make as they display the dinosaur they draw using pencils and discuss the pieces of the alphabet puzzle associated with the letters of their name.

Children from a young age learn about personal hygiene through the routine followed. For example, they are all actively engaged in cleaning their hands before eating their meals and can recall why they do this when asked. They receive a varied, healthy and balanced diet, which incorporates plenty of fresh fruit and homemade meals. They access their individual beakers for drinks to ensure they remain refreshed and hydrated during the day. Children indicate they feel safe in the childminder's care as they turn to her for support when upset and young children are confident to leave her side during play. They learn how to stay safe as they regularly practise emergency evacuation and road safety when out and about. The childminder's effective intervention enables minor squabbles to be diffused

and result in cooperative play. She regularly praises children's achievements which contribute to the development of their self-esteem and confidence from a young age. House rules in picture and written format on display make children aware of the need to develop positive relationships and respect others. Children learn to cooperate from a young age and the song they sing encourages the tidying away of toys before they get others out.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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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