

Inspection report for early years provision

Unique reference number	EY407987
Inspection date	12/10/2010
Inspector	Jean Thomas
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 husband and child aged 14 years in Childwall, a suburb of Liverpool. The whole of the ground floor of the house is used for childminding. The toilet facilities are registered on the first floor level. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age group at any one time. She is currently minding five children in this age group. The childminder takes children to parks, toddlers groups and local places of interest on a regular basis. She accesses Local Authority support and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive setting, where children's individuality is respected. She has a sound understanding of the Early Years Foundation Stage to support children's learning and development. This contributes to the children making satisfactory progress towards the Early Learning Goals. The childminder is developing positive working partnerships with parents, which contribute to children's individual needs being met by the childminder. This is the childminder's first inspection since registration and she is beginning to examine her practice to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- analyse the observations of the children and give consideration to the learning and development expectations, to plan individual children's next steps in learning, to support their progress towards the early learning goals
- ensure the information gathered from parents when children start, supplies sufficient detail to use for the initial planning of their learning and development
- provide appropriate furniture to enable children to relax as they require
- develop the self-evaluation systems to identify current strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has knowledge and understanding of safeguarding policies and procedures to effectively protect children from harm. She has undertaken additional training to secure her knowledge of the Local Authority Safeguarding procedures. Risk assessments are in place to identify and resolve hazards on the premises and for outings. Documents are maintained as required to support children's welfare needs. The childminder's systems for self-evaluation are in their infancy and do not identify the strengths and weaknesses to effectively target priorities for future improvement. She shows an interest to complete further training, beyond the legal requirements, to help raise the quality of the provision.

The premises are organised to offer children ample space to play and move around safely. A wide range of play materials are stored at a low level on open shelving or in storage boxes. This encourages children's independence in making choices in the activities they pursue. The dedicated play room is bright and welcoming. The children's own work, photographs and posters are attractively displayed. There is a separate area for children to sleep undisturbed. However, furniture is not provided to enable children to relax in comfort for their well-being.

The childminder promotes equality of opportunity by respecting children's individuality and planning activities to meet their interests. She organises activities to enable all children to be included. The childminder provides a range of play materials and books which reflect the diversity of society. These resources are readily accessible to the children to incorporate into their daily play activities. The accessibility of these resources helps to support children's understanding and respect for people who are different to themselves. The children learn about their local and wider community through outings to children's groups, the library, parks, museums and visiting areas further away, such as New Brighton and Southport. The childminder aims to help children develop their sense of responsibility towards the world around them, such as forming habits of not dropping litter and recycling used materials.

The childminder is developing positive relationships with the parents and works together with them, to promote the welfare needs of the children. She shares with parents their child's learning and development profile, which includes samples of their work, photographs and the written observations. Parents are kept well informed about the service through displays, access to policies and procedures and discussion at handover times. The childminder has not yet developed links with other providers and professionals. She is aware of her duty to do so, as and when the need arises.

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

Children are settled and happy in the childminders care. They enjoy a warm and caring relationship with her. Consequently, children are confident to make decisions, to communicate and let their needs be known. The childminder gathers information from parents about the children's individual welfare needs before they attend to enable her to provide appropriate care. However, limited information is obtained about what they can do and already know to effectively inform the initial planning. The childminder provides a wide range of activities and offers the children varied experiences which cover the six areas of learning. It is less clear that the children's observations and the learning and development expectations are used to plan their individual progress, towards the early learning goals.

In line with the Early Years Foundation Stage practice guidance the childminder responds to children's interest to extend their learning. For example, the children were intrigued when they saw the paint colour change as they mixed different colours together. The childminder provided other resources for the children to observe the effect of mixing colours together, these included play dough and food colourings. The childminder values everyday experiences to support children's learning. For example, when travelling on public transport she encourages children to talk about what they can see, to count, find shapes and compare sizes of objects. Children show their increasing ability to use problem solving skills and deepening levels of concentration. For example, as they repeat actions until they have stacked cups to their satisfaction. Children's language development is promoted through conversation, story telling and singing rhymes. The childminder responds to the younger children's vocalisation and they respond enthusiastically as they sing familiar action rhymes together. The children show an interest in books, they freely select these and handle them with care. The children proudly show the photographs they have taken. They learn how to use the digital camera and play with other technology resources, such as the telephone. Through their involvement in a varied range of activities the children are developing skills which contribute to their future economic well-being.

The children enjoy energetic play in the garden. The space gives them opportunity to run around and move their bodies in different ways. They show spatial awareness as they steer their wheeled toys around different obstacles. Outside the children enjoy the childminders involvement in their imaginative play. The garden path becomes the road and they decide to use the washing line post as traffic lights. The childminder uses the children's self-initiated activity to reinforce their understanding of road safety procedures. Children benefit from healthy meals and snacks, with individual preferences and dietary requirements acknowledged. They learn about the importance of personal hygiene to protect themselves from germs as they follow familiar routines, such as washing their hands after playing outside. The childminder is a positive role model for children's behaviour. She shows children respect and listens to what they say. Praise is given for children's achievements.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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