

Inspection report for early years provision

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Inspection date	04/11/2010
Inspector	Julie Firth
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 children aged 10 and 14 years in Kirby an area of Liverpool. Children have access to the whole of the ground floor which includes the through lounge and the kitchen area. There is a fully enclosed rear garden for outdoor play,

A maximum of six children under eight years may attend the setting. There are currently three children on roll. Of these, three children are within the Early Years Foundation stage. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and those who speak English as an additional language.

The family have a dog. She liaises with the Sure Start development team and 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 thrive in a setting where they are valued as individuals and inclusion is promoted well. They make good progress in a short time with the childminder, in a very safe environment. Activities are exciting and fun, helping children to develop future skills. New planning and assessments systems identify children's individual needs and interests. She is developing very positive partnerships with parents and carers and recognises areas for development. Systems are in place for self-evaluation to enable her to monitor her practice.

What steps need to be taken to improve provision further?

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

- analyse the observations and assessments of the children in order to highlight their progress or their need for further support.

The effectiveness of leadership and management of the early years provision

The childminder ensures that the welfare of the children is fully safeguarded. She demonstrates a good knowledge of the signs and symptoms of abuse when questioned and procedures to follow should there be concerns about a child's welfare. She has attended recent training to keep up-to-date with legislation. She records all incoming accidents and events that occur outside her care. Rigorous risk assessments, both indoors and outdoors, are in place to ensure that risks to children are minimised. These are reviewed regularly and children are well

supervised. The register is kept up-to-date and records children's actual times of arrival and departure.

The childminder is very committed, enthusiastic and strives to improve the service she provides. A structured daily routine promotes children's welfare well and meets their individual needs. All required documentation is in place and written policies work well in practice, for example the written complaints procedure. Areas are organised to give children opportunities to become independent and consolidate their learning.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points. Daily communication and detailed diaries inform parents of their children's activities. Parents have good opportunities to comment or contribute to their children's learning. They add comments and show great satisfaction at the progress their children are making whilst in her care. She works closely with outside agencies, and attends the local Children's Centre to enable the children to access a variety of events and resources. She provides a welcoming environment for children with special educational needs and disabilities. Furthermore, she adapts activities and helps children to become familiar with her own family and home. She recognises the importance of continuous improvement and uses self-evaluation to identify the strengths and gaps in the children's learning. Future plans are well targeted for example, she has applied for a capital grant to further enhance her outdoor play area. She is keen to attend future training to enable her to extend her knowledge of planning more effectively for young children.

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

The childminder has a very good awareness of the learning and development requirements of the Early Years Foundation Stage. Planning and observation are in place and she is beginning to link these to the six areas of learning. Children have individual files and photographic evidence indicates activities around children's individual interests. She plans for their next steps of learning. However, she is not routinely monitoring the assessments to ensure they contain sufficient detail in each area. She knows the children well and asks them if they can try and put on their coats and shoes with little help. This encourages them to become independent. A large variety of resources are accessible to children which encourages their self-help skills as they help tidy away after the session. There is a great emphasis on settling children which motivates them to eagerly learn as they become familiar with their new surroundings. Children move around their immediate environment with confidence and have freedom of movement indoors and outside. They are beginning to learn about other cultures giving them an awareness of diversity, for example children learn about different festivals such as Diwali. Children are encouraged to make friends and play well alongside their peers.

Communication and language skills are developing very well as they listen during story time and have access to books. They also use writing materials to make marks and draw pictures of family members. Mathematical concepts are promoted throughout daily routines. For example, they count in familiar songs and talk about shapes. Furthermore, they recognise the red and blue trucks when playing with the small world resources.

Thought is given to developing children's knowledge and understanding of the world. Children have access to programmable toys, games and puzzles to encourage discovery and thinking. They have a wealth of opportunities to engage in meaningful role play and a varied range of creative opportunities. For example, children enjoy dressing up and the home corner. They sit and concentrate whilst playing with small world toys. Children have access to bikes and bats and balls in the childminder's garden and use large equipment when attending groups in the local community. Additionally, they have fun swimming at the local pool.

Children's good health is well-promoted. The premises, toys and equipment are kept very clean. Regular discussions take place about the importance of washing hands and children brush their teeth after meals. This helps to develop their awareness of the concepts of effective hygiene routines. Children enjoy healthy meals and snacks and meal times are social occasions where children practise good table manners. Menus are displayed for the parents. Children have access to drinks at all times. From an early age children learn the importance of sharing and taking turns. Good behaviour is displayed and the childminder is a very good role model to the children. The frequent use of praise helps children feel good about themselves. Children are encouraged to keep themselves safe. They are reminded to be careful when playing outside and are made aware of road safety. A detailed fire policy is displayed and children practise the evacuation procedure on regular basis.

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

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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

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

Met