

Inspection report for early years provision

Unique reference number	EY426240
Inspection date	03/11/2011
Inspector	Jean Thomas
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2011. She lives with her husband and child aged over 16 years in Aigburgh, Liverpool. All areas on the ground floor except for the living room are used for childminding. There is a fully enclosed garden for outside play. There are a pet dog and two ducks at the setting.

When working alone, 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. When working with another childminder, the childminder is registered to care for no more than 10 children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently four children attending who are in the early years age group, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a well-organised, welcoming and child-centred environment, where children can make choices in their play and learning. The effective implementation of the Early Years Foundation Stage supports children's good progress in their learning and development. The childminder works in partnership with parents to meet children's individual needs. The childminder reflects on her practice in order to promote the continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- develop opportunities for parents to contribute to the observation, assessment and planning records to increase their involvement in their child's learning and development
- develop partnerships with other settings delivering the Early Years Foundation Stage to the minded children to further promote continuity and progression
- provide a wider range of resources which reflect positive images of people who are disabled to further support children's understanding about the diversity of society.

The effectiveness of leadership and management of the early years provision

Children are safe and secure in the childminder's home. This is because she undertakes comprehensive risk assessments of the premises. This good practice includes risk-assessing outings to ensure all environments and resources used by the children are safe. Children are safeguarded from abuse or neglect because the childminder has a secure knowledge of safeguarding procedures. She understands how to refer any concerns regarding children's welfare to the appropriate agencies. The childminder has attended safeguarding training and has a safeguarding policy in place, which is shared with parents. All the required documentation is well maintained and organised to support the management of the provision.

The childminder and her co-childminder are committed to providing good quality care and learning opportunities for children. The childminder values training and uses the self-evaluation process to reflect on practice to make continuous improvements to the provision. The childminder creates a fully inclusive environment, in which every child is valued as a unique individual. The dedicated playroom is welcoming and attractively set out to stimulate children's interest in play. The childminder provides a good range of play equipment including resources to promote respect for diversity. However, there are limited resources with positive images of people who are disabled. The childminder considers the sustainability of the earth's resources in her practice and raises children's understanding of the careful use of these materials. She makes good use of recycled items, for example providing cardboard boxes and tubes for children to incorporate in their creative play.

Secure partnerships are established with parents. Policies and procedures are shared with parents, and information is on display to keep them well informed about the service provided. Parents are kept fully informed of their children's development and progress through regular discussions and access to their child's records. However, they do not contribute to their child's learning journal to further enhance their involvement in their child's learning. The childminder has made contact with other providers delivering the Early Years Foundation Stage to the children. However, the existing liaison does not effectively promote continuity in children's learning.

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

Children develop a strong sense of belonging in the setting, where they enjoy a warm, supportive relationship with the childminder. The children enjoy cuddles with the childminder. They laugh together and look to her for encouragement, showing that they feel safe and comfortable at the setting. The childminder has a good understanding of the Early Years Foundation Stage and she knows the children well. Systems are in place to observe, assess and plan to support individual children's good progress towards the early learning goals. A positive 'have a go' attitude is promoted by the childminder to encourage children to

attempt to complete tasks themselves. This helps to nurture children's positive attitude towards learning and confidence in their capabilities. For example, from an early age they make great efforts to put their shoes on themselves before going outside to play.

The childminder effectively promotes children's communication and language skills through lots of conversation, reading stories and singing songs. From an early age, children show their pleasure in books and enjoy sharing a book with the childminder, who talks about the pictures and responds to the children's vocalisation. The children confidently change the direction of their play and explore resources. There is a wide range of resources to support their creative development. The young children's imaginative play is emerging; they use role play resources to represent their own life observations. The role-play resources introduce everyday technology to the children, such as turning knobs and pushing buttons on the play cooker. The children demonstrate their developing use of problem-solving skills. Through trial and error, they work out how to fit shapes into the shape-sorter and position wooden pegs onto the side of the tub. The younger children enjoy exploring the contents of the treasure basket, supporting their learning through their senses. Children are learning about their local community through visits to a variety of settings including parks, the city centre and children's groups. Children have good opportunities to develop skills in communicating, literacy, numeracy and technology, which have a positive impact on their future economic well-being.

Children's good health is promoted. The childminder provides nutritious home-cooked meals and healthy snacks. Children have good opportunities to develop their physical skills and play in the fresh air. The children are cared for in a clean setting. They learn about the importance of personal hygiene through following routines, planned activities and resources. For example, the children and childminder look at an age-appropriate book about dental care and copy the actions of brushing their teeth. She helps children to learn about keeping themselves safe, such as following road safety procedures, regularly practising the emergency evacuation plan and having contact with pets. The childminder is a good role model. She listens to the children and shows respect in all that they do. She gives plenty of praise for children's efforts and 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?	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
--	---

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

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
--	-----