

Inspection report for early years provision

Unique reference number	EY427845
Inspection date	30/11/2011
Inspector	ISP Inspection

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.

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 June 2011. She lives with her partner and child aged one year in Hoylake, Wirral. The whole of the ground floor including the toilet and the rest of the facilities is used for childminding. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children, of whom, no more than two may be in the early years age group at any one time. The childminder offers care to children aged over five years. She is registered on both the compulsory and voluntary parts of the Childcare Register and is currently minding three children. The childminder accesses Local Authority support and is a member of the National Childminding Association.

Please include the number of children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and caring environment where they are treated and valued as individuals. Children's learning is enhanced through the provision of a varied range of age appropriate play materials and planned activities and their welfare is safeguarded. Children are generally supported to adopt a healthy lifestyle. Partnership with parents is strong and ensures good relationships are developed, which impacts on the good progress that children make. The childminder has a clear vision for the future and demonstrates a commitment to addressing any improvements to enhance the service for the children.

What steps need to be taken to improve provision further?

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

- improve opportunities for the children to have access to outdoor play regularly
- improve the steps taken to prevent the spread of infection. This is with regards to changing nappies.

The effectiveness of leadership and management of the early years provision

The childminder has an effective understanding of her responsibilities, in terms of safeguarding children, which is supported by well written policies. This information is shared with parents. The appropriate checks with regard to suitability have been carried out on all adult family members ensuring children are safe. Comprehensive daily checks and risk assessments of the premises, equipment and outings are

carried out and regularly reviewed. As a result any potential risks are minimised enabling children to move around the home environment freely and safe from hazards.

The homely environment is bright, airy and provides a reasonable learning space for children both indoors and outdoors. A good range of well-maintained and varied resources support children's learning. These are clearly labelled and at child height so children can access them independently. The childminder's knowledge of the early learning goals is good and she uses this successfully when thinking about next steps for children and planning their days with her. As a result children are making good progress. The childminder is well-organised, enthusiastic and passionate about her work. She is at the early stage of self-evaluation and has ongoing plans to improve her practice which will raise the quality of the provision. Best practice is shared with other local childminder's who attend local groups together.

The childminder is supportive of all the children in her care. She plans the day to ensure that she is meeting the needs of all the children. For example, she reads to the older children and completes activities in a workbook with older children whilst the younger children sleep. The childminder provides a good range of multicultural resources, including books and soft dolls so that children develop an awareness of diversity.

Partnership with parents and carers is valued and the childminder provides them with useful information before children start. Daily diaries give useful detail of what the children have been doing during the day and of daily routines so that parents are fully informed. Weekly observations are shared with parents and they are invited to contribute towards strengthening the link with them. Generally necessary records are maintained and all parental consent is in place. Parents make positive comments about the childminder. They say she is 'professional, welcoming and caring.' The childminder has started to establish relationships with local schools to support children's transitions, and shares information with both the teacher and the parents so all are aware of the children's progress.

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

Children are happy and settled in the safe and welcoming environment. All of the children progress in the supportive atmosphere, where they engage in purposeful play. Younger children know and trust the rhythm and routine of the day, they fetch their sleep blankets and dummies when they are ready to sleep. Children's behaviour is good. Older children receive very clear explanations of what is expected and are encouraged to use good manners and as a result they are very polite. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the childminder makes effective use of books and activities to promote diversity. Children receive individual attention appropriate to their age and stage of development. Children are developing curiosity and are encouraged to explore and choose toys, building confidence and self-esteem.

The childminder observes the children regularly and plans their next steps ensuring progression in all six learning areas from their starting points. The childminder communicates effectively with the children and has conversations with the younger children, developing their sense of the flow of conversation. She reads books with older children and they enjoy completing workbooks with her developing their skill in mark making and early writing. Older children count pieces of fruit and raisins developing their number skills. They have opportunities to sort when playing with pasta they take part in a fun competition to divide the pasta by type. This activity is used well by the childminder to develop the language of size as they compare the lengths of the pasta. Children develop a sense of the world around them when they make trips to farms, zoos and local parks. They are reminded to move about the playroom with care in order to remain safe.

Children are encouraged to develop good habits, washing hands prior to meals and after using the toilet. Older children understand the need to wash hands to prevent the spread of germs. Nappy changing procedures are not sufficiently hygienic as the childminder does not wash her hands after changes or wipe down the changing mat between changes. As a result children's health is not fully protected as the risk of cross contamination is not sufficiently prevented. Children do not have access to fresh air and exercise daily, limiting the development of physical skills. Children are encouraged to eat healthily. A variety of cut up fruit is offered for snack in the morning and afternoon. Adapted menus result from parental feedback and include a mix of hot and cold foods each day. Children's beakers are placed where they can access them throughout the day and they are reminded to have drinks. This ensures they remain hydrated.

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

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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