

Inspection report for early years provision

Unique reference number	3xxxxx7
Inspection date	07/10/2009
Inspector	Christine Stewart

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 1993. She lives with her husband and adult children in Birkenhead, Wirral, close to shops, parks, school and public transport links. The whole ground floor of the childminder's house plus the bathroom on the first floor is used for childminding. There is an enclosed garden for outside play. The family have a pet rabbit.

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 three may be in the early years age group. The childminder's husband is her assistant and when they are both working together they are registered to care for a maximum of six children in the early years age group. There are currently five children in this age group. The childminder takes children to local parks, libraries and other places of interest on a regular basis. 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.

Children make good progress towards the early learning goals in the stimulating and welcoming child-centred environment where they can make choices in their play and learning. The self-evaluation of the service makes sure that the priorities for improvement are identified and acted on. The good organisation of the service contributes to the children's safety and well-being, although further details are required to some written policies to better inform parents.

What steps need to be taken to improve provision further?

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

- continue to develop a systematic approach to planning and assessment and develop partnership with other providers to help children make progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder conducts regular risk assessments and daily checks of her premises to ensure that they are safe for children. Toys and equipment are safe and suitable, and appropriate measures, such as socket covers and a stair gate are in place to ensure children's safety. A risk assessment is carried out before each type of outing and reviewed before going out. Emergency evacuation procedures are known and regularly practised to protect children's well-being. Children are safeguarded from the risk of abuse or neglect because the childminder has a secure knowledge of safeguarding procedures and a policy which outlines her

responsibilities and this is shared with parents.

The childminder deploys her resources effectively and plans space well. This enables children to make choices in their learning and develop their play independently. The childminder communicates well with parents who are given clear information in the policies and procedures to keep them informed about the service. She uses her self-evaluation in a focussed way to identify her weaknesses and priorities for development. The individual children's learning journals are shared with parents and their comments are included. This enables parents to be kept well informed about their children's progress and work in unison with the childminder to support their child's learning and development. The childminder offers an inclusive service and her plans are based on individual children's needs. Activities are adapted so that children at different stages of development can join in.

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

The childminder has a good understanding of the Early Years Foundation Stage which she uses to provide interesting and varied opportunities to help children make good progress and to meet their care needs. Photographic evidence in the children's journals indicate a balance of adult and child led activities. Planning and observations demonstrate that the childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She has started to plan around children's individual interests. However, assessments do not contain sufficient detail to track children's development across all areas of their learning.

The environment is very well organised with play equipment which is easily accessible to the children. This means that children can select their own toys and activities enabling them to initiate their own play. The childminder listens to children and develops conversations with them answering any questions they have, thus developing their confidence and communication skills. They handle books well and read out loud the alphabet book. They point to words moving their finger across the page from left to right, demonstrating their awareness that print carries a meaning. Children's mathematic skills are promoted through number recognition and counting activities. For example, children match number dominoes cards identifying the numbers without having to count the objects displayed on the card. They quickly and correctly find the card that corresponds with their age. They piece together jigsaws and beam with pleasure when they complete the task with no help required. Their confidence is boosted when they are praised for their achievement. They enjoy playing with the selection of cars and they skilfully manoeuvre the vehicles around the road mat safely. They are introduced to books and resources that help them to recognise and value our difference. They are learning about their local community when they make trips to the local shops, parks and schools.

Children benefit from being cared for in a home which is clean, warm and well maintained, and their individual routines are recognised and met. The childminder

understands the importance of outdoor play. The garden is resourced to support areas of children's learning and they can access resources, such as bikes, balls and slides which support their physical skills. Children enjoy their own food prepared by their family to take account of likes, dislikes and dietary needs. Drinking water is freely available to ensure that children remain hydrated throughout the day. The childminder is a good role model. She is calm, listens to the children and shows respect in all that they do. She gives plenty of praise for their efforts and acknowledges when they are kind to each other. In response to this, children behave well. They learn to share and take turns. They cooperate when putting things away and are polite when they make a request, remembering to say please and thank you.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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