

Inspection report for early years provision

Unique reference number	124015
Inspection date	15/12/2008
Inspector	Paula Durrant
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2001. She lives with her husband and their two grown up children in a house in the Hundred Acre area of Hoddesdon. Access is via a level paved path with a small step up into the house. The whole of the house, with the exception of one bedroom is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a total of six children under eight years, of these three may be in the early years age range. The childminder presently cares for two children in the early years age range. Children attend on a part-time basis. The childminder has no pets. The childminder is able to provide care for children with learning difficulties and or disabilities.

Overall effectiveness of the early years provision

Children's individual needs are well met. The childminder works effectively with parents and carers. This ensures that relevant information is used purposefully to tailor care and learning in accordance to each child's uniqueness. Children make sound progress. The childminder has a flexible approach to delivery of her learning programme, drawing on incidental opportunities through play. Whilst observation, assessment and planning systems are in place they are yet to become fully effective. The childminder has good systems for maintaining continuous improvement and is beginning to self-evaluate her practice.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to using observation and assessment to plan the next steps in a child's developmental progress and regularly review this approach
- recognise the value of continuous quality improvement processes and how this impacts on children's achievements.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure rigorous ongoing assessment arrangements are in place to ascertain all children's achievements (Assessment).

27/03/2009

The leadership and management of the early years provision

Comprehensive written policies and accurately maintained records ensure children remain the primary focus of care in this setting. The childminder is a knowledgeable childcare practitioner. She uses her maternal instinct, her many years as a registered provider and current legislative guidance to support her delivery of effective practice. The childminder has a good awareness of how children learn and the positive impact of working in partnership with parents and carers. She is beginning to establish structures to observe, record and assess children's progress. Whilst systems are in place these are yet to become fully effective. Younger children's attainments are presently given less emphasis to that of the older more able child and currently are not used to guide planning.

The childminder is skilled at drawing on incidental learning opportunities. For example, when going upstairs to access rest areas or the bathroom, she encourages the children to count the number of steps taken. Good levels of supervision and support offered by the childminder ensure children stay safe and are suitably challenged in their learning. Regular daily checks of the home, resources used and detailed risk assessment of specialist activities ensure children's safety and welfare takes precedence. The childminder has a very sound awareness of local safeguarding procedures which she openly shares with parents. She can identify sign and symptoms of abuse and knows where, how and to whom to report concerns. This demonstrates the high priority given to the children in this provision.

The childminder has worked hard to embrace the Early Years Foundation Stage. This is evident from review of her written procedures and establishment of formal learning structures to ensure compliance. She is very keen to make improvements and to enhance the quality of her provision so that outcomes for children are heightened. All recommendations from the last inspection are in place.

The quality and standards of the early years provision

Children benefit from a good balance of child-led and adult-led play and learning opportunities. This positively promotes their confidence and self-esteem as they make independent choices in their selection of resources and activities that inspire their interest. The childminder knows the children very well and purposefully uses this information to focus on specific areas of learning. For example, children enjoy using the farm animals to count, problem solve and to extend language for thinking skills as they name the animals, calculate the number of sheep and chickens and use positional language as they relocate the animals to different parts of the farm.

Children have regular opportunities to be active and are beginning to understand the benefits of physical activity. They have daily access to the garden in addition to risk assessed activities outside of the home. Interactive discussion between the children and the childminder during these events, supports children in learning about the affects exercise has on their bodies and how this contributes to keeping

them fit and healthy. This provides the children with social events where they can mix with others, develop their physical skills and learn about the principles of sharing as they negotiate turn taking. Children have a sound understanding of how to keep themselves safe. They know to keep their safety restraints fastened when travelling in the car and pushchair and to wait until the road is clear before crossing.

Children are making positive progress towards the early learning goals. The childminder makes regular observations to inform assessment, however, as yet has not made clear links from these to support planning for the next steps in children's learning. Parents are informally involved in assessment through general discussion. Children handle books with confidence. They are beginning to make connection that print carries meaning as they point to the text when the childminder reads them a story. Children have good access to technological resources. For example, they use a child-centred interactive computer to practise their numbers and letters and to imitate, in role play, adults at work.

The childminder promotes very consistent messages to guide children in learning right from wrong. This enhances their ability to value and respect each other. She positively uses her own knowledge and resources supported by open discussion to promote children's understanding of the wider world. Children enjoy participation in cultural festivals to deepen their awareness of diversity.

Children receive regular meals and drinks are readily available. The children are actively encouraged to develop good hygiene practices as they wash their hands before eating their meals and observe the childminder acting as an effective role model as she uses antibacterial solutions to wipe down surfaces and also to clean toys to ensure cross infection is limited.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.