

Inspection report for early years provision

Unique reference number	EY373906
Inspection date	19/11/2008
Inspector	Karen Molloy
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 2008. She lives with her husband and two children aged 11 and 14 years in Potters Bar, Hertfordshire. The whole of the house is used for childminding and there is a secure garden for outside play. The family have a pet cat. The premises are accessed via two small steps.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time. She currently cares for two children in the early years age group and two children in the later years age group. The childminder walks to nearby schools to collect children and regularly attends local toddler groups. She supports children with learning difficulties and/or disabilities and is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Children's individual needs are effectively met as the childminder has a sound knowledge of each child in her care. She has established a close working relationship with parents and the local nursery, which ensures parents are kept well-informed of issues relating to their child's care and learning. There is a broad range of activities and play opportunities to support children's learning and development within the Early Years Foundation Stage. However, planning does not always identify children's next step in learning. The childminder creates a safe and welcoming environment to enable all children to access activities and the required documentation is in place. The childminder is keen to improve her practice, although there is currently no process in place to monitor the quality of provision.

What steps need to be taken to improve provision further?

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

- develop systems of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.
- develop planning further to ensure all areas of learning are covered and children's next step in learning is identified.

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

- conduct risk assessments to identify aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment)
(also applies to both parts of the Childcare Register)

12/12/2008

The leadership and management of the early years provision

Children's welfare, care and safety is promoted through the childminder's previous experience as a childminder and her knowledge gained through a Level 3 National Vocational Qualification in childcare. She creates a safe and welcoming environment where children's independence is encouraged, for example, children have easy access to a variety of resources and play materials stored at low level, enabling them to make their own choices.

Children are effectively safeguarded by the measures that the childminder has in place. Her knowledge and understanding of what to do if she has concerns about a child is sufficient to protect children and she has the appropriate literature to support this. The childminder has previously attended child protection training and is keen to update training in this area to develop her knowledge further. She promotes children's understanding of their own safety when out walking and talks to them about strangers. Suitable safety equipment is fitted around the home to support children's safety. However risk assessments do not identify outings or cover all aspects of the environment therefore not yet checked on a regular basis.

The childminder maintains the required documentation which supports the management of her provision. Children's files of achievement, although in an early stage, monitor children's development through photographs and comments, thereby keeping parents informed of their progress, in relation to the Early Years Foundation Stage. Parents are provided with sufficient information about the childminder's service with information about children's activities shared verbally, on a regular basis. A portfolio informs parents about all aspects of the service provided. The childminder works well in partnership with parents to meet children's individual needs. Information is gathered about their likes, dislikes, additional needs and health and dietary requirements and time is taken to settle in new children. The childminder is beginning to reflect on her practice. However, there is no current system of self-evaluation in place to monitor and evaluate the effectiveness of the provision and delivery of the Early Years Foundation Stage.

The quality and standards of the early years provision

The childminder provides a warm and welcoming play environment which encourages children to have fun and feel comfortable within their surroundings. Space and resources are well-organised to enable them to make independent choices from a range of toys that promote all aspects of their early learning skills. Consequently, children participate enthusiastically in a variety of interesting and age-appropriate learning opportunities, both indoors and out of the childminder's home, with a balance of adult and child-led activities. Planning of activities is informal and often led by the children's interests and needs. Seasons and festivals are also incorporated into play opportunities for the children. The childminder knows the children's needs well and uses this knowledge to organise appropriate activities. Children's individual files have been established to record and monitor their progress that include photographs and observations of the children. The childminder plans to further develop this so that observations and assessments are

used effectively to plan the next stages in children's learning and development. Parents are kept well-informed about children's progress and daily routines.

Children's welfare and general well-being is promoted. They learn to keep themselves safe through discussions and everyday practice, such as care when crossing the road and they take part in road safety sessions. The childminder extends children's learning by helping them to make a zebra crossing. Good hygiene and personal care is fostered through everyday practice; children take their shoes off when returning to the childminder's home, hang up their coats and wash their hands before lunch. Parents provide most of the children's food and children benefit from a healthy snack of fruit as well as crisps and biscuits. Any specific dietary requirements are discussed with parents. Children have opportunities for fresh air and exercise as they use the childminder's garden and visit local parks to use the play equipment and feed the ducks.

Children have regular access to a wide selection of books, they visit the library for story sessions and 'read' their story out loud, which supports their development in early reading skills. The childminder promotes children's language and communication by asking questions, listening well and encouraging their interest in books. Children develop social skills as they regularly visit toddler groups and other childminder's homes. Small manipulative skills are practised as children enjoy exploring the dried rice, scooping it up in a cup and pouring it out again, which they do for long periods of time to develop their concentration span. Children are beginning to learn about the wider world as they make use of the outdoors to grow seeds and delight in finding worms. Children behave well as consistent strategies are used to help them co-operate and behave appropriately. Their positive behaviour is encouraged through praise; as a result, they gain in confidence and self-esteem. Children's needs are met well as the childminder works in close partnership with their parents and carers.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
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 registration.

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.