

Inspection report for early years provision

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| Unique reference number | 123714 |
| Inspection date | 22/01/2009 |
| Inspector | Ann Marie Cozzi |
| 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 was registered in 1997. She lives with her husband and two children, aged 14 and eight years, in Bishop Stortford, Hertfordshire. The ground floor area of the childminder's house is used for childminding. Access to the childminder's home is via a small step in through the front door.

The childminder is registered to care for a maximum of six children at any one time. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding two children in the early years age group and one child on the compulsory Childcare Register. The childminder has two cats. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder recognises the uniqueness of each child in her care and as a result meets their needs well. She provides effective support through the use of differentiation and as a consequence, no individual is disadvantaged. Children make good progress in their learning and development. However, systems to ensure observations and planning cover all areas of learning are developing. The childminder is keen to promote improvement and through her ongoing self-evaluation, she has identified her strengths and areas for further development. Children's welfare is given high priority and the main systems are in place to promote this.

What steps need to be taken to improve provision further?

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

- develop further sensitive observational assessment in order to plan to meet young children's individual needs
- develop further risk assessments to ensure that they cover anything with which a child may come into contact.

The leadership and management of the early years provision

The childminder has developed a wide range of written policies and procedures which are given to parents and implemented in practice. Information regarding complaints ensures that parents and carers are made fully aware of the procedure. The organisation of the provision is effective and the childminder demonstrates a good understanding of her role and how to promote children's welfare within the Early Years Foundation Stage (EYFS). The childminder has undertaken an ongoing formal and informal review of her provision, this self-reflection and evaluation promotes continuous improvements.

There are systems in place to keep parents and carers well informed about their children's achievements. These include individual written observations, photographic evidence of children at play and written daily information about care issues and how children have spent their time with the childminder. The systems in place for liaison with other providers delivering the EYFS promote continuity of children's care and learning.

Children are safeguarded because there are clear child protection policies in place which are understood by the childminder, parents and carers. The childminder is aware of her responsibilities to protect children through her practices, which include suitable equipment such as safety gates and smoke alarms, security of the premises and her awareness of child protection issues. All parents are given copies of policies and procedures which they can refer to as they wish. The registration certificate is prominently displayed in the kitchen for parents to see. There are contracts in place for each child and these are maintained and signed by both parties. There is a clear complaint system in place, enabling the childminder to work in conjunction with parents and carers to address any issues affecting children quickly and effectively. There are good record keeping systems in place, although, written risk assessments do not yet cover everything which a child may come into contact with, as required. The good health of children is promoted through the daily routine, for example, children are provided with a healthy balanced diet including daily snacks of fresh and dried fruit.

The quality and standards of the early years provision

The childminder organises the daily routine to suit each child's needs. She is very confident in adapting her daily planning to ensure that children's individual interests are included. Resources, including child-sized furniture, are easily accessible to children and as a result they can confidently make their own choices and independent decisions about their own play and learning. Interaction between children and the childminder is very warm and caring, with lots of encouragement given to raise children's self-confidence.

As children explore activities and resources, their personal independence is supported well by the childminder, who is on hand should any assistance be required. Language is developed very effectively through the daily routines and activities, for example, the childminder uses facial gestures and intonation in her voice to help children develop interactive communication skills. Children learn about numbers, shapes and colours whilst undertaking activities which are planned to encourage them to become inquisitive and investigate the wide range of accessible good quality toys. Children regularly explore their local environment and the wider world as they visit the local library and other childminders and friends. There are opportunities for children to be creative and use their imagination as they take part in 'Small World' play and become a train driver or one of the characters who live in the dolls house. The childminder has started to observe and assess children's achievements. This information is collected, recorded and then used to identify the next steps in children's learning, however, all areas of learning are not yet recorded in order to directly inform future planning. The systems in place, with regard to formally involving parents and carers in their children's

achievements, are effective.

The childminder promotes children's welfare and safety well. She supports children in adopting good hygiene practices such as giving younger children gentle reminders to wash their hands, for example, after using the toilet and before meals. The childminder ensures that she consults parents and carers before placement, regarding children's dietary needs and always respects their wishes. Children are provided with a good balanced range of foods and healthy options at meal and snack times, for example, children are routinely provided with fresh fruit and wholemeal foods, which promotes their understanding about healthy eating well. Children have access to drinking water at all times, this ensures that no one remains thirsty. The childminder encourages children's physical development and children enjoy taking part in music and movement which promotes and develops their coordination as they begin to gain control over their bodies. Children learn to stay safe, with gentle reminders from the childminder such as "be careful of the step". There is a clear written fire evacuation plan displayed in the kitchen which details how the childminder will ensure the safety of children as they leave the premises in an emergency. The childminder has a good range of resources, toys and books which reflect positive images about diversity and provide discussion points for children to learn about respecting the differences and needs of others. The childminder is a positive role model and encourages children to be polite and communicate positively towards each other. Consequently, children are happy and confident, which promotes their ability to develop skills which will support their later learning and development.

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

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| 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

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

Quality and standards

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| 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? | 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? | 2 |
| 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? | 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

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| 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.