

## Inspection report for early years provision

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<b>Unique reference number</b>	123251
<b>Inspection date</b>	15/01/2009
<b>Inspector</b>	Gail Groves
<b>Type of setting</b>	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 1999. She lives in St Albans, Hertfordshire with her two adult children and two children aged nine and 11 years. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is by a level paved driveway. The family has a pet rabbit and some goldfish.

The childminder is registered on the Early Years Register and both 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. There are currently nine children on roll, six of whom are within the early years age range. The childminder currently supports a small number of children with learning difficulties and/or disabilities.

## Overall effectiveness of the early years provision

The childminder provides very effectively for children in the Early Years Foundation Stage. Children are respected and treated as individuals and the childminder generally works closely with parents, carers and other professionals to ensure that each child's specific needs are met. The environment is well organised to ensure that all children can participate in activities and the childminder is beginning to use self-evaluation to bring about effective improvement to her provision. She has a good understanding of the Early Years Foundation Stage and children are mostly well supported to make good progress towards the early learning goals. Some documentation is not yet fully in place.

## What steps need to be taken to improve provision further?

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

- develop the system of planning to more clearly identify the learning intentions of activities in order to ensure each child's learning and development is supported
- encourage parents to understand and be involved in their children's learning and to have an input into their learning and development records.

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

- carry out and record a full risk assessment for each type of outing, which includes an assessment of the required adult to child ratios (Safeguarding and promoting children's welfare) 29/01/2009
- keep a record of the risk assessment for the premises clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 29/01/2009

## **The leadership and management of the early years provision**

Children's welfare, care and safety are promoted well. The childminder has appropriate policies and procedures in place to protect children's safety and well-being, and organises her home to provide a safe, stimulating and comfortable environment which meets the needs of all children. Resources are readily and safely accessible in order to encourage children's independence and self-esteem and most of the documentation required for the safe and efficient management of the setting is in place. However, the Early Years Foundation Stage requirement to keep written risk assessments for the premises and for each type of outing is not fully met.

The childminder reflects thoughtfully on her practice and strives to constantly improve the care and education she offers to all children. Her self-evaluation is accurate and the areas she has identified for improvement are well targeted to have a positive impact on children's health, safety and welfare. For example, she has recently obtained a qualification in food hygiene, has updated her understanding of child protection issues and has begun to develop systems to observe, assess and monitor children's individual learning and development needs as they progress through the Early Years Foundation Stage.

The childminder works closely with parents and carers to meet children's individual needs and their wishes and views are respected and valued at all times. She provides them with good quality information about her setting and has implemented a parent questionnaire in order to include them more fully in the process of evaluating her provision. Daily discussions with the childminder keep parents informed about their children's welfare and in addition, she regularly emails them pictures of their children engaged in activities. However, parents are not yet fully involved in supporting their children's learning because they do not have sufficient opportunities to share or have an input into their children's learning and development records.

## **The quality and standards of the early years provision**

The childminder promotes children's welfare, learning and development very effectively. Robust hygiene procedures ensure that children's good health and well-being are well promoted and that all necessary steps are taken to prevent the spread of infection. Children's safety is prioritised and the childminder has a good understanding of the signs and symptoms of abuse and of the safeguarding procedures she must follow if she has concerns about children's welfare. Children learn to keep themselves safe through discussions and practical experiences within their daily routines, such as learning road safety rules on the walk to school, or learning what they would need to do in the event of a fire breaking out when they practise the emergency evacuation procedure.

Children benefit from the childminder's consistent approach to managing their behaviour and as a result, they are polite and behave well because they clearly

understand what is required of them. They learn to share and take turns and are encouraged to understand that the needs of younger children are different to their own. This helps them to develop social skills and to respect each other as individuals. Children with particular learning or development needs are well supported because the childminder works closely with their parents and any other involved professionals to understand and meet their individual needs. In addition, the close links that the childminder has forged with the local school mean that she is able to offer children care and education which integrates with that provided by the school.

Children feel comfortable and at home and develop confidence and self-esteem because they are encouraged to make choices and take decisions throughout their daily routine. Outdoor and indoor spaces, furniture, equipment and toys are well maintained, suitable and safe and the environment is carefully organised to meet children's differing play and development needs. The childminder sensitively and carefully interacts with and supports children's play and learning in order to develop and extend their learning and there is a good balance of adult-led and child-led activities that result in children becoming active learners who explore their environment with interest. Young children regularly look at books, sing songs and listen to stories in order to develop new vocabulary and language skills and a greater understanding of the world around them. They explore materials such as paint and chalk and play with cornflour and water to discover interesting textures and to develop creative skills. They enjoy daily opportunities to play in the garden with bikes and balls or to use the climbing frame and swing to develop physical skills and coordination.

The childminder is beginning to use information from her observations and assessments of children's progress to identify the next steps in their learning in order to ensure that all children achieve as much as they can in relation to their starting points and capabilities. However, these identified learning needs are not yet sufficiently linked to her planning to ensure that they are being consistently met.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.