

Inspection report for early years provision

Unique reference number	123724
Inspection date	03/02/2009
Inspector	Lynn Clements
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 is registered to provide care for a maximum of five children at any one time, two of which may be in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group and three children over five years.

She lives with her husband and three children. They live in a residential area of Bishop's Stortford. Access to the premises is on one level and there is a downstairs toilet. The whole of the premises are used for childminding and there is a fully enclosed garden available for outside play. The family has a pet hamster.

The childminder holds relevant early years qualifications. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The needs of all children are met well as the childminder recognises the uniqueness of each child, in addition, she evaluates her practice enabling her to continually improve on the care and service she provides. She supports every child so that no group or individual is disadvantaged. The childminder enables all children to make good progress in their learning and development. Systems are in place to ensure that children's welfare is protected and promoted. Open partnerships with parents and others, in the wider context, are used to promote continuity of care and support smooth transitions for each child. In addition, the childminder is currently developing this area of her practice to ensure that parents have more opportunities to share observations of their child's achievements at home and be actively involved in their children's assessment records.

What steps need to be taken to improve provision further?

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

- develop further formative assessment, to include information sharing with parents in order to support the whole child in making progress towards the six early learning goals.

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

- develop further written risk assessments to ensure that a record is maintained of when and by whom they have been checked. (Suitable premises, environment and equipment)

10/02/2009

The leadership and management of the early years provision

The childminder is genuinely interested and dedicated to her work with the children. She is proactive in accessing relevant training to support her continuing professional development. This attention to her personal development is used well in planning and meeting children's learning and development needs effectively. The childminder has devised systems of self-evaluation, in order to reflect on practice and promote continuous improvement within her setting. A wide range of relevant and well presented written policies and procedures are shared with parents and carers and implemented in practice to support the safe and efficient daily management of the setting, in turn providing positive outcomes for the children. The childminder has completed paediatric first aid training enabling her to care for children appropriately in the unlikely event of an accident. Since the last inspection, the provider has improved the systems in relation to the recording of accidents and medication requirements to ensure that all health related paperwork is in place and maintained correctly. Communication with parents regarding individual care needs is ongoing, this enables the childminder to adapt her practice to meet their changing needs. Thorough risk assessments are undertaken to ensure that children are safe and secure in the childminder's home both inside and whilst playing in the enclosed rear garden or whilst taking part in outings. However, these are not signed or dated to show that they are updated regularly in order to keep the children safe. Children are safeguarded because the childminder understands her responsibilities with regard to child protection and knows how to make a referral if she has a concern about a child's welfare. The play environment is safe, clean and extremely well organised. Regular outings help children to learn about the world on their door step and how to socialise with others.

The childminder develops communications with parents and others the children come into contact with, such as staff at the local pre-school. This enables her to provide continuity for the children as they move between settings. There are clear contracts for all the children and parents sign all relevant consent agreements. Photographs and verbal communications provide parents with relevant information about the setting and what their children enjoy doing. However, systems to support parents sharing information about their child's achievements at home or making observations in their assessments records are limited. The continuing development of management systems ensures that children are supported by the childminder. There is no bias in her practice in relation to gender, race or disability.

The quality and standards of the early years provision

Children enjoy their time with the childminder. They are confident at home and in the environment, sharing toys and resources and negotiating games with the other children. They clearly demonstrate curiosity as they explore natural and man-made media, such as discovering and talking about how cold the newly fallen snow feels or how soft the dolls clothes are. Children develop their personal independence as they move around freely, making selections about what they want to play with from the wide range of toys and resources stored at child-height. Language for communication is developed well; the childminder engages children in

conversation, using facial gestures and intonation whilst discussing what different toppings they may want to add to their homemade pizzas. Children learn to respect each other's similarities and differences. They discover the world on their door step as they take walks to the local park, shops or make visits to the library. Children's behaviour is very good. They learn to share and take turns with the toys and show care and consideration for others as they play, supported diligently by the childminder. The childminder clearly plans activities which help children to make good progress towards the six early learning goals. There are effective systems in place for observation and assessment and these clearly identify children's next steps for learning. The childminder uses this information to inform her planning, thereby, enabling children to continue to build on what they know and can do.

There are plenty of opportunities for physical play and exercise, from playing in the snow in the enclosed rear garden to taking walks to the local park and using larger apparatus to develop their spatial awareness and coordination. Children learn about the necessity for five portions of fruit and vegetables each day, counting with the childminder to make sure they are on track to staying fit and healthy. Homemade healthy snacks and meals are prepared by the childminder, including homemade bread. She encourages the children to take an active role, for example, joining in making healthy pizzas for lunch. These cooking activities provide opportunities for the children to learn about foods which are good for you and those which are not so good. Drinks are freely available and the childminder monitors fluid intake so that no child becomes thirsty. Clear hygiene systems are in place and the childminder has completed relevant food hygiene training to support her practice. Children wash their hands at pertinent times, learning to develop their self-care skills. In addition, they are protected from cross infection as the childminder implements a clear sick child policy to help prevent the spread of infection. Children are kept safe and secure in the well-organised, child centred environment. Good use is made of safety equipment, such as smoke alarms, socket covers and stairgates to ensure that children are protected from potential hazards. From an early age, children are taught about road safety, stranger danger and using utensils carefully which helps them to learn about and begin taking responsibility for their personal safety. The childminder has developed her practice and knowledge in relation to child development and as a consequence she plans interesting and exciting activities which give children the opportunity to develop the skills they need for future learning. All children are able to rest or be active according to their individual needs.

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?	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

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

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

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.