

Inspection report for early years provision

Unique reference number	162291
Inspection date	07/01/2009
Inspector	Carol Brown
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 has been registered since 2001. She currently cares for five children aged between 13 months and nine years. At the time of the inspection two minded children were present.

The childminder lives with her husband and five children aged eight to 20 years. They live in a house in Bishops Stortford. The property is on two levels and is accessed via a small step. Schools, shops and parks are within walking distance. All areas of the property are used for childminding purposes. There is a fully enclosed garden available for outdoor play.

The childminder attends a local toddler group on a regular basis. She is a member of the National Childminding Association and is the childminder group organiser at the local children's centre.

Overall effectiveness of the early years provision

The needs of the children are well met as the childminder recognises the uniqueness of each child. Children are supported by the childminder to make good progress in their learning and development. There are excellent systems in place to promote partnerships with parents and others, this sharing of information aides the continuity of care for each child and supports their learning. The childminder has completed her self-evaluation form, which clearly illustrates her good practice and shows a commitment to developing areas of her practice in order to provide a high quality service to children.

What steps need to be taken to improve provision further?

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

- continue to develop resources, which present positive images of the wider community.

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment for children and has a good knowledge of how children learn and develop. She plans children's individual learning and effectively uses observations and assessments of children's developmental progress to promote next steps in the learning. She attends relevant training, which benefits her care practices. The childminder has developed a comprehensive range of policies, procedures and records, which are shared and signed by parents thus supporting her good childcare practice. Children are safeguarded as the childminder has a very clear understanding of the possible indicators of abuse and the appropriate action to take to record and report any concerns around children's welfare. She has a safeguarding policy and the relevant

contact numbers on file. She ensures that children are supervised at all times and monitors who is visiting her home when minded children are present. She ensures that the environment in which children are cared for is safe and secure as she undertakes regular risk assessments of all areas accessed by the children.

Children enjoy continuity of care through their childminder liaising with other providers delivering the Early Years Foundation Stage (EYFS) to ensure the progression and continuity of children's learning and care. She works in very close partnership with parents and elicits as much information as she can about the children before the minding arrangement commences to enable her to plan effectively for their individual needs. She talks to parents or carers at the beginning and end of each day to ensure that they are provided with information about their children's day. The childminder has developed learning and development portfolios for each child, which are shared with parents and carers. Parents have been fully encouraged to formally contribute to their children's development records, this promotes a well-rounded learning experience.

Through self-evaluation the childminder prioritises future plans and carefully chooses activities, which have the most impact on the children's welfare, learning and development. Her organisation of the required documentation ensures the smooth day to day management of the setting and promotes positive outcomes for children.

The quality and standards of the early years provision

Children are becoming competent learners and are gaining confidence as they are provided with a balanced range of self-chosen and adult-led activities. Activity planning and children's developmental records are securely linked to each area of learning within the EYFS. The childminder regularly observes the children's learning and uses this information effectively to identify their developmental progress and next steps in learning. Effective systems to observe and assess what children already know and can do to help them to progress effectively towards the early learning goals. The childminder provides an interesting and challenging range of activities to help children learn and develop at their own pace. Interaction between the children and the childminder is positive and the children are beginning to form positive relationships with their peers.

The well-resourced environment allows children to play and rest in safety. Children are cared for in a clean and hygienic environment, where risks are identified and minimised. Children's welfare is further promoted as the childminder has a current first aid qualification, which means that she is able to provide appropriate care and attention in the event of an accident. Children's safety is promoted very effectively as the childminder gives careful consideration to the welfare requirements of the EYFS.

The childminder encourages children to be active, inquisitive and independent learners and to develop their skills that will contribute to their future economic well-being. Children's behaviour is good and they have positive dispositions towards learning as they receive lots of praise and encouragement from the

childminder to raise their confidence and self-esteem. The childminder has devised simple house rules to enable children to understand right from wrong and the need to behave responsibly and safely. Children play in a clean and safe environment and learn about healthy routines. The childminder provides a varied range of healthy meals and snacks to meet individual children's needs. Children make choices and take decisions at snack time when the childminder offers them a selection of healthy options, including fresh fruit. They have regular opportunities for exercise and fresh air to promote their well-being when playing in the garden, visiting the park and on walks to school to collect older children.

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?	1
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
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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.