

Inspection report for early years provision

Unique reference number	155740
Inspection date	06/01/2009
Inspector	Siobhan O'Callaghan
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 August 2001. She lives with her partner and three children aged 15, 13 and 11 years. The family live in Oxhey Village, Hertfordshire. The home is close to local parks, shops and schools. All areas of the property are used for childminding purposes. The premises are accessed by one small step leading into the property. There are cloakroom facilities available on all floors of the home. There is a fully enclosed garden available for outside play. The family have a small pet dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time. She is currently caring for seven children on a part time basis. The childminder walks to local schools to take and collect children. She attends a local toddler group and childminding support group and runs a music group within her own home once a week. The childminder supports children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

The childminder provides good quality care and education for children in the Early Years Foundations Stage. All children have their individual care needs effectively met as the childminder works closely with their parents to ensure continuity of care. Children are making good progress in their learning and development as the childminder sensitively supports and challenges their learning through everyday routines. However, systems to monitor and share children's achievements with their parents are yet to be devised. The childminder demonstrates a commitment to improvement and to updating her knowledge and skills through attending ongoing training opportunities.

What steps need to be taken to improve provision further?

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

- develop further ways of communicating with parents and involving them in sharing and developing their children's assessments.

The leadership and management of the early years provision

The childminder provides a warm and comfortable home for children. She effectively organises her resources and equipment to support children to be independent and active learners. The childminder is keen to improve her provision which is demonstrated in her self-evaluation, she is currently looking at ways to develop the activities and experiences that she offers to children. Since her last inspection she has implemented improvements such as updating her policies and procedures for parents and enhancing her knowledge and understanding of

safeguarding processes to further develop her confidence in dealing with any arising concerns. Her commitment to continuous development is further evidenced within her ongoing studies. The childminder is currently working towards a Level 3 qualification in childcare.

The childminder maintains thorough records, policies and procedures that are required for the safe and efficient management of the Early Years Foundation Stage. Children's welfare and safety is given due emphasis; the home environment that they are cared within is continually monitored and assessed to ensure that any risks are highlighted and removed as necessary. The childminder's secure knowledge and understanding of the Local Safeguarding Children Board procedures supports her in protecting children's wellbeing. She has a clear understanding of her responsibility to work in partnership with parents and outside professional's to safeguard children.

The childminder values working in partnership with parents. She provides them with good quality information about her provision and all the services she provides. Parents receive a full compliment of the childminder's policies which they are encouraged to read. All required parental consents are in place for additional activities such as outings and travelling with children in the car. Parents are well-informed about their children's care requirements through the maintenance of daily diaries. They are aware of how long their children have slept and if they have eaten well. They receive some information about how their children have spent their time with the childminder, although there are no robust systems in place to share and monitor children's ongoing learning and development.

The quality and standards of the early years provision

Children have good opportunities to learn and develop through a varied range of experiences and activities both at home and within the local community. The childminder's secure knowledge and understanding of how children learn supports her in promoting children's learning effectively through their play. Children are enthusiastic to learn about shapes, numbers and dimensions as they play for extended periods with the trains. The childminder is close at hand to offer support when creating train tracks in the figure of 8 and 9. Children are keen to show off their knowledge of numbers as they express which number train they have. The childminder ensures that all children are fully included within activities. They receive a good balance of adult-led and child initiated play experiences. Weekly routines include visits to the local toddler groups, the library and activity play centres. Children enjoy weekly music and movement sessions which are held within the childminder's home. They are able to be creative and develop their imaginations. These additional experiences fully promote children's social skills. The impact is that children are able to work co-operatively as they learn to share and take turns and generally be considerate to others.

Children's welfare is promoted through everyday practices. They learn how to keep themselves safe as they carefully climb up and down the stairs leading into the main play area. The childminder talks to them about the importance of not leaving toys on the steps because of the hazards of tripping. Younger children are

supported to sit down when they need a drink rather than walking around with cups and bottles in their hand. These consistent safety messages helps children to learn and take some responsibility for their own welfare. Children are supported to live a healthy lifestyle as they engage within physical activity each day, the large park adjacent to the home is used regularly. Children have opportunities to develop their muscles and coordination as they climb challenging apparatus and ride wheeled resources in the garden. Children are offered healthy snacks such as fruit when they are hungry. The childminder works in partnership with the parents to promote healthy food options. Children are learning to adopt healthy habits such as good hygiene practices. They wash their hands at appropriate times throughout the day and observe the childminder's good practices with regards to changing nappies.

Overall, children are happy and content within the childminder's care. They are confident to express their wishes and to approach the childminder for support or just for a reassuring cuddle. They are clearly interested in all the resources and activities available to them and independently access these with confidence. These positive experiences are setting secure foundations for their future learning.

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
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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.