

Inspection report for early years provision

Unique reference number	405258
Inspection date	29/04/2009
Inspector	Sandra Daniels
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 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 June 1997. She works with her mother and sister, who are also registered childminders. They work in the childminder's mother's home in Broxbourne. The family has two cats and a covered fish pond. Broxbourne Railway Station is nearby and the setting is within easy access of the A10. Children can be collected from Broxbourne School, Sheredes School and Sheredes Nursery. The whole of the ground floor is used for childminding and a bedroom for sleeping on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children under eight years and this number increases to eight when she is working with her co-minders. There are currently six children under eight years and one child over eight years on roll. The childminder is a member of the National Childminding Association and she is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting offers an inclusive service and supports all children so that no group or individual is disadvantaged. The childminder has made improvements to her practice since the last inspection and has taken appropriate action regarding previous recommendations, which effectively contributes to children's general welfare. For example, she has a current first aid certificate and emergency evacuation procedures are practised regularly with children. The childminder recognises the uniqueness of each child and meets their individual needs very effectively.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to using observations and use assessments to plan the next steps in a child's developmental progress
- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development to support continuous improvement.

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

- put in place a procedure for dealing with concerns and complaints from parents and keep a record of complaints and their outcome (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 22/05/2009
- implement an effective safeguarding children policy and procedure which includes the procedure to be followed in the event of an allegation being made 22/05/2009

against the childminder (Safeguarding and welfare)
(also applies to both parts of the Childcare Register)

The leadership and management of the early years provision

Children are cared for in a secure and welcoming home, where the childminder takes appropriate measures to keep them safe. She supervises children carefully and teaches them how to use their environment and equipment safely as they play. Risk assessments are conducted for the house and garden, and also for the safe collection of children from school. The childminder is alert to potential hazards and takes prompt action to prevent injury. She also uses walks and outings to teach children about road safety. The childminder has a secure understanding of her responsibilities with regard to child protection and keeps guidance materials readily available for reference, should she have any concerns about children in her care. However, there are no written procedures for safeguarding children and complaints. Other required records are maintained accurately, for example, a daily record of children's attendance.

Close liaison with parents helps the childminder to meet children's individual needs and to provide appropriate care. She plans settling in arrangements carefully, taking heed of children's feelings and ability to cope with changes in their lives. A two-way verbal communication system is used effectively between parent and childminder as a means of sharing information about significant events. The setting is welcoming to all and children are encouraged to take an active part in the full range of activities. The childminder is beginning to reflect upon her practice and to use informal self-evaluation systems to help her to identify strengths and areas for development. She is building links with other local providers and is planning to attend relevant training to increase her understanding and confidence in relation to the Early Years Foundation Stage.

The quality and standards of the early years provision

The childminder has a good understanding of the developmental needs of the children in her care. She plans activities which reflect their individual needs and interests, for example, role play with dolls and buggies. She observes the children during their play and is beginning to identify their next steps appropriately. Formal systems for assessing children's progress in learning and development are not yet in place, although the range of activities provided for children clearly covers all six areas of learning. The childminder gathers information from parents at the start of each placement so that she is aware of what children can do and what they already know.

The children learn well about their health and safety, for example, they know that they wash their hands after toileting and how to stop and listen when they are crossing roads. They understand that fruit is a good choice for their snack and help to prepare some meals for example, sandwiches. They have an appropriate understanding of what is expected of them and they behave well. The childminder

supports their behaviour with praise and encouragement and manages unwanted behaviour with short periods of time out and redirection.

The children access a good range of toys and resources and they make good progress in all areas of their learning. For example, they use crayons, pencils and paint to draw and write, look at books together, sing counting and rhyming songs and explore information technology and programmable toys. They are interested in the activities provided and have good relationships with the childminder, laughing with enjoyment and excitement as they walk with bean-bags balanced on their head. The childminder utilises this interest and shows the children how to throw the bean-bags towards a target. During their everyday play the children begin to understand about the local and wider community. They play with their peers, exercise and play in the park and in the garden, which is particularly interesting and well-resourced. Additionally, they access resources which reflect positive images of race, gender and disability such as, books, puzzles and small world figures.

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register section of the report (Procedures for dealing with complaints) 22/05/2009
- take action as specified in the Early Years Register section of the report (Arrangements for safeguarding children). 22/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register section of the report (Procedures for dealing with complaints) 22/05/2009
- take action as specified in the Early Years Register section of the report (Arrangements for safeguarding children). 22/05/2009