

Inspection report for early years provision

Unique reference number	EY377230
Inspection date	21/01/2009
Inspector	Ann Marie Cozzi
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and two children, aged seven months and four years in the Thorley area of Bishop's Stortford, Hertfordshire. The whole of the childminder's house, with the exception of the main bedroom, is used for childminding and there is an fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child in the early years age group. This provision is registered by Ofsted on the Early Years Register and on both parts of the compulsory and voluntary Childcare Register.

The childminder holds relevant early years qualifications and a degree in Special Educational needs. The family have a pet cat. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder is very accomplished in her observations and assessment and recognises the uniqueness of every child. She is exceptionally proactive in ensuring that her practice is inclusive. She provides superb opportunities and care for children, enabling them to learn and develop in a caring, stimulating and safe environment. The systems to reflect on her practice to provide continuous improvements are very effective. The clear organisation of all relevant documentation promotes the smooth day-to-day management of the setting and positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further arrival and departure procedures for visitors.

The leadership and management of the early years provision

The childminder pays close attention to detail when organising her service and as a result, this has a significant, positive impact on children's care and learning. The childminder has developed an extensive range of policies, documents and records to support her extremely good childcare practice. She ensures that all documentation is purposeful and is regularly shared with parents and carers. Although the childminder has been registered for a relatively short time, her planning is exceptional and accurately links to each child's interests and observational assessments so that it continues to support them as it builds on what they know and can do. She evaluates and reviews every activity, children's

progress and their next steps for learning to ensure that the educational programme is appropriate, exciting and interesting for each child.

The childminder is extremely good at spending time researching her ideas. This ensures that activities and learning experiences address all areas of development and are innovative and inclusive. Since registration the childminder has undertaken an ongoing review of her provision. This has been identified as a key strength because of her high level of understanding, self-reflection and evaluation, which promotes an ethos for continuous improvements. Risk assessment is very thorough and covers all areas accessed as well as activities, both inside and outside the home. However, the system to record visitors to the setting is not consistent. Children are safeguarded as the childminder has a very good understanding of her child protection responsibilities and always acts in the best interests of children.

The childminder maintains extremely good links with parents and carers which contributes significantly to the children's well-being and progress. The childminder finds out as much as she can about the children from parents or carers before they start, this enables her to plan effectively for their individual needs. This is consistently maintained with the help of a detailed, two-way daily information book which is used to encourage parents and carer to share information about their children's care and achievements at home. Parents or carers are invited to make comments and suggestions on the care provided through discussion and questionnaires.

The quality and standards of the early years provision

Children are provided with a stimulating, rich range of practical learning experiences, both inside and outdoors. Exceptionally well planned adult-initiated and child-led games and activities make learning very enjoyable. Child-height storage encourages children to access resources independently, allowing them to play and learn at a pace which suits them. The childminder's interaction and communication with the children is exemplary. Her skilled use of open questioning, intonation, facial gestures, and clear understanding about different learning styles ensures that all children are very well supported as they are encouraged to think about what they are doing and solve problems. For example, when they manoeuvre wheeled toys around obstacles in their path. Children are making excellent progress towards the early learning goals. They communicate confidently and are extremely curious, eager and excited to share learning experiences with the childminder. They enjoy sharing songs and rhymes and using their senses to explore the exciting and stimulating resources. Children's assessment is outstanding, observations and evaluations of what children know and can do are of a very high quality and the information is used extremely effectively to challenge children and assist their progress onto the next steps in their learning.

Outings enable children to socialise on broader base and learning about the world on their door step. They observe what is going on around them, for example, when taking photographs of cars as part of a project on their way to a local school. The childminder ensures that she constantly teaches children about personal safety, for example, how to use the stairs properly and road safety on trips out.

The childminder is proactive in ensuring children feel secure and confident in her home. Displays of their creations and photographs of family members and pets promote a strong sense of belonging. In addition the successful organisation of resources means that they can easily access what they want to play with. Child-sized furniture is provided so that children can eat and play in comfort and safety. Children behave extremely well because the childminder has very effective, consistent strategies, enabling them learn about caring for each other and taking turns.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.