

## Inspection report for early years provision

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<b>Unique reference number</b>	162302
<b>Inspection date</b>	05/03/2009
<b>Inspector</b>	Ann Marie Cozzi
<b>Type of setting</b>	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 registered in August 2001. The childminder is registered to care for a maximum of three 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 not currently caring for any children in the early years age group. She cares for one child aged five years and one child over eight years. There were no children in the early years age group present during this inspection.

She lives with her husband and children, aged two and eight, years in a house in Ware, Hertfordshire. All of the property is used for childminding and there is a fully enclosed garden for outside play. The family have two pet guinea pigs, one rabbit and two goldfish.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The childminder demonstrated through discussion, that the needs of all children are met as she recognises each child's uniqueness, in addition, she discussed how she is beginning to evaluate her practice in order to bring about continuous improvement. The childminder described how she supports every child so that no group or individual is disadvantaged. She discussed how she enables all children to make sound progress in their learning and development, however, systems for observing, assessing and planning do not accurately reflect how children make progress towards the six early learning goals. There are some systems to ensure that children's welfare is protected and promoted, however, there is a weakness in current risk assessments and open partnerships with parents, carers and others.

## **What steps need to be taken to improve provision further?**

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

- develop further the current systems of observation, assessment and planning in order to fully support children to make progress towards the six early learning goals based on their capabilities and starting points
- reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times, this refers mainly to the trampoline in the garden
- promote a regular two-way flow of information with parents and between other providers of the Early Years Foundation Stage.

## **The leadership and management of the early years provision**

From discussion, the childminder demonstrates that the organisation of her provision is satisfactory. She has developed a range of written policies and

procedures which are shared with parents in order to support the safe daily management of her setting and provide positive outcomes for the children attending her provision. She also demonstrates a sound understanding of her role with regard to safeguarding children's welfare and knows how to make a referral if she has a concern about a child in her care. The childminder is beginning to review and evaluate her provision, for example, through discussion she identifies observations and assessments as areas for future improvement. This ensures that she promotes continuous development. Since her last inspection the childminder has made the required improvements. There are informal systems in place to keep parents and carers informed about their children's care and some of their achievements. These include photographs and regular discussions which provide information about how they have spent their time with the childminder. However, this is limited and does not promote a regular two-way flow of information between parents, carers and other settings, in order to promote continuity of learning. All health related documentation is in place. The childminder has a current first aid qualification which enables her to care appropriately for children in the event of an accident. Most records are accurately maintained, although risk assessments do not address all activities or parts of the environment to which children may be exposed in order to continue to keep them safe.

The childminder describes how she supports children to develop a sound understanding of good hygiene practice and to learn about self-care which, in turn promotes their good health. The childminder describes a flexible routine which ensures that children are able to rest or be active according to their individual needs. She demonstrates that she has a satisfactory range of information available to parents, including a clear complaints procedure which ensures that any issues arising are dealt with appropriately. The registration certificate is displayed in the entrance hall of the premises and can be easily seen by parents. The childminder demonstrates through discussion that there is no bias in her practice in relation to gender, race or disability.

## **The quality and standards of the early years provision**

Through discussion the childminder demonstrates an adequate understanding of the Early Years Foundation Stage (EYFS). She describes how she promotes children's learning through a suitable range of play opportunities, activities and outings. The childminder has begun to develop informal and formal systems for observational assessment, such as individual books containing examples of children's creations and photographs of them at play, however, this system does not consistently link to all areas of learning or future planning in order to ensure that children make sound progress towards the six early learning goals.

The childminder illustrates through discussion how she supports children to develop their thinking and listening skills, for example, through lots of discussions about what they are doing or seeing when engaged in play or on trips out at local facilities to see the goats and ducks. She is able to describe how she provides a flexible routine which promotes children's enjoyment of learning. This is further supported through her descriptions of how she encourages children to share their ideas about what they want to do, helping them to make decisions for themselves.

The childminder provides a satisfactory range of play resources and ensures that children have easy access to them, which promotes independent learning.

The childminder demonstrates a sound knowledge of behaviour management. She is able to give examples of how she uses a range of strategies to positively promote children's individual behaviour. The childminder explains how she develops children's understanding of safety through the daily routine, for example, road safety when on trips in the local community. This helps to develop children's understanding of how to behave in ways that are safe for themselves and others. When describing daily play opportunities, the childminder illustrates how she ensures that children have regular opportunities to take part in vigorous play, developing their understanding of the benefits of exercise. Resources and activities provided encourage children's imagination and problem solving skills, for example, construction, playdough and mixing paints. In addition the childminder explains that she ensures that children have plenty of opportunity to take trips out in the local community, this helps them learn about the world on their door step. Through discussion the childminder demonstrates that she acts as a positive role model to children attending.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://www.ofsted.gov.uk)

## 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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse or neglect (arrangements for safeguarding children)

19/03/2009

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 compulsory part of the Childcare Register section of the report (arrangements for safeguarding children).

19/03/2009