

Inspection report for early years provision

Unique reference number	EY219232
Inspection date	30/03/2009
Inspector	Anneliese Fox-Jones
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 has been registered since 2002. She lives with her partner and three children aged four years, nine years and eleven years in a house in Borehamwood which is close to local amenities and schools. The areas of the home that are used for childminding purposes are the playroom, kitchen, dining area, lounge, downstairs toilet and a bedroom upstairs for children requiring undisturbed sleep. Access to the property is via a small step and there are two steps leading up to the ground floor bathroom.

The childminder is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. She is able to care for a maximum of five children under eight years at any one time. She is currently caring for three children in the early years age range. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder offers a welcoming provision where children enjoy a variety of enjoyable and interesting learning experiences. Children in this setting happily make good progress in their play and learning. Their well-being is prioritised and individual needs are met effectively through a close liaison with parents. Most policies and procedures to promote children's welfare and safety are comprehensive and implemented effectively. The childminder is beginning to self-evaluate and encourage the views of parents using the service. She is keen to attend further training to increase her knowledge and future plans are well targeted to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- improve health and safety by reviewing current risk assessment procedures to increase effectiveness
- plan relevant and motivating learning experiences for each child as they progress towards the early learning goals
- actively promote equal opportunities and anti-discriminatory practices enabling the diversity of individuals and communities to be valued and respected.

The leadership and management of the early years provision

The childminder's documentation is mostly well-organised and easily accessible. She has made considerable efforts to set up a good quality environment and resources in which she can support children to make progress in their learning and development. She is focused on making further improvements through her on-

gong self-evaluation, personal development and planning and assessment systems. This allows her to set achievable targets to further enhance the provision. She demonstrates a positive approach to improvement by instigating further written parental consents and attending workshops on the Early Years Foundation Stage, following recommendations from her last inspection.

Recent training has given the childminder good knowledge and understanding of safeguarding issues. She has appropriate procedures in place to ensure children are always protected. Many essential records are kept up-to-date and support the childminder effectively in keeping children safe and managing their health needs. Various written policies also underpin the childminder's practice well. The childminder takes reasonable steps to ensure that hazards to children both indoors and outdoors are minimised. Whilst the childminder has begun to draw up a risk assessment of the areas used by the children, a record is not fully maintained of these particular aspects and when they have been checked.

The childminder organises her time and resources to ensure children's needs are met. The environment is supportive and gives children many opportunities to make choices and become independent. Some resources are readily available that positively reflect diversity and inclusion. The childminder builds close relationships with parents and keeps them well-informed. All parents are given a copy of the childminder's policies and procedures which detail the service she provides. Parents and carers are regularly updated about their children's activities through regular discussions with the childminder, a daily notebook and sharing the newly devised 'Learning Journals'.

The quality and standards of the early years provision

The childminder offers a comfortable and interesting play environment where children enjoy a mix of self-chosen and adult-led activities. A dedicated playroom allows children to independently explore a wide range of inviting resources. Children's good health and hygiene is effectively promoted because the childminder regularly encourages hand washing before the children eat. They receive healthy choices of food such as, raisins and fruit for a snack and are able to get outside each day in the fresh air when walking to the local school or various toddler groups. Children are kept safe in the setting because the childminder maintains many effective safety precautions such as stair gates and electric socket covers. Children are learning to keep themselves safe when they are out walking as they talk about crossing the road safely and sing 'stop, look and listen' on way to school every morning.

The childminder joins in their play offering support and interacting with them through purposeful conversation. Children enjoy her company and benefit from her ability to make good use of opportunities to promote their learning. For example, she encourages children to communicate whilst playing, talking about what they are doing, consolidating their vocabulary and learning various colours when building and sorting bricks. Many opportunities exist for children to participate in painting, drawing, cooking, sticking and playing with playdough or 'Moon sand' which help them to develop their creative and physical skills. The children's

knowledge and understanding of the world is increasing as they help to care for their growing cress seeds and are curious to explore books about different people and different homes. Children are starting to count during their play and solve simple problems such as working out how many shapes they need to complete the abacus. This means that children are generally enjoying and achieving well and developing good skills for the future. The childminder has begun to establish some systems for observing and recording what children can do. However, the use of this information to plan and provide activities built around children's interests and the next steps in their learning is less well implemented.

Children are supported to behave well. They respond positively to the gentle reminders to share and take turns. The children access some resources which reflect positive images and the childminder takes time to find out about individual needs from parents. Nevertheless she is less confident in promoting inclusive practice, for example, extending children's learning experiences to explore and respect other people's cultures.

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 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.