

Inspection report for early years provision

Unique reference number	124008
Inspection date	02/06/2009
Inspector	Lindsay Hare
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 registered in 1997. She lives with her partner in West Cheshunt. The whole of the ground floor area of the property is used for childminding and there is a secure garden for outside play. The family has a dog and a cat.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register. There is currently one child on roll, who is in the early years age range. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder provides a generally safe and welcoming environment for the children and ensures that they are included and supported. Partnerships with parents are positive and procedures ensure that they are kept informed about their children's care and that the children's individual needs are met. Children enjoy their time at the setting and the childminder engages with them, helping them to generally make progress in most areas of their learning and development. The observation and assessment arrangements are not fully developed to show children's achievements across all areas of learning or to identify the next steps for children and inform future planning. The action taken to meet the recommendations from the last inspection is effective in terms of improving the provision and outcomes for children. Future plans are well targeted and show the childminder has the capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the educational programme by providing activities and experiences for children that cover all areas of learning
- reappraise the environment to which children are exposed and make necessary adjustments to secure their safety at all times, with particular reference to the pond and water feature
- ensure that observation and assessment is used to plan the next steps in children's developmental progress

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

- improve the record of risk assessment so that it includes information on who conducted it, date of

16/06/2009

review and any action taken following a review or an incident (Documentation)

The leadership and management of the early years provision

Children's welfare, care and safety are generally promoted well. Most of the required documentation is in place for the safe, efficient running of the setting. Policies are currently being reviewed to bring them in line with the Early Years Foundation Stage. The childminder has a basic knowledge and understanding of safeguarding issues and recognises her role and responsibility in keeping children safe from harm. She has obtained consent from parents to ensure children are protected such as parental permission to transport children in the car and seek any emergency medical advice or treatment. Children are able to move around the premises freely and are well supervised by the childminder. Daily safety checks are completed by the childminder, although children's safety is compromised due to gaps in the risk assessment and some hazards in the garden.

The childminder's friendly approach to maintaining effective partnerships with parents ensures that children's care is consistently promoted. There are effective systems in place to share information and keep parents informed about their children's care and progress, through daily discussion, care sheets and the sharing of children's records. Detailed information is gathered from parents when they start about children's care, routines and preferences so that the childminder can care for them effectively. The childminder is committed to developing her skills and knowledge to raise standards and improve her practice. For example, she is currently doing a National Vocational Qualification (NVQ) in childcare and is planning to join a childminding network group. The childminder is beginning to review her daily work, verbally identifying areas for improvement in her practice and making plans for how to address these. For example, she has sought feedback from parents on her provision through a questionnaire.

The quality and standards of the early years provision

Children have opportunities to help them make progress in their learning and development through a balanced range of adult and child-led activities. The childminder clearly knows the children well and makes observations of them as they play, which are shared with parents. Assessment records are in the early stages of development and do not always link to the Early Years Foundation Stage (EYFS). They are not effectively used to identify and plan the next steps in children's developmental progress, which means that important information regarding children's learning and development may be missed. The planning of activities is based on children's individual needs and interests, ensuring that children find them relevant and meaningful. However, gaps in the educational programme mean that children are not always given opportunities to learn and develop across all areas of learning. Children have access to activities and resources as they self select from low-level storage, encouraging them to make choices and support their independence.

Children have developed warm and affectionate relationships with the childminder, encouraging their sense of belonging and giving them the confidence to explore their environment. They benefit from consistent daily routines which take into account their particular needs such as sleep patterns and this helps them to settle. They enjoy lots of positive interaction with the childminder who supports them well, encouraging them to develop and extend their skills. For example, she provides lots of opportunities for physical play for a child who has just started walking, climbing in and out of the ball pool, climbing steps up to the small slide and running around the park. The childminder models good language as the children attempt to copy sounds and simple words, talking to 'daddy' on the toy telephone. Children learn about keeping themselves safe as they practise the evacuation procedure regularly and the childminder talks young children through how to turn and come down the steps backwards. Young children are involved in learning about road safety as they press the button at the crossing and the childminder talks to them about the traffic and danger in simple terms, appropriate to their level of understanding.

All children are treated with equal concern and respected individually. They have daily access to a range of books and resources which provide positive images of diversity. Children learn about differences and the wider world as they interact with others. For example, one child attending a Hindu wedding was able to explain to the others about the tradition of painting hands with henna and the children learnt about Ramadan and fasting through discussion with the childminder. Children enjoy looking at books and begin to make marks on the magnetic board. The childminder encourages children's mathematical knowledge through everyday routine, counting the steps up to the climbing frame and counting their shoes. Children enjoy interactive toys and are learning about cause and effect as the childminder shows them how to push the lid down on the jack in the box. They have opportunities to explore as they pour water from the teapot in the water tray, water the vegetable patch and chase bubbles in the garden. Children develop their independence skills as they fetch the bib and climb into the low chair when they know it is lunch time. Children enthusiastically interact in music sessions, banging drums and moving their bodies in response to the music. They behave well because they are busily occupied and their needs are generally well met.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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:

- ensure that there is a written statement of procedures to be followed to safeguard children being cared for from abuse or neglect which is put into practice (also applies to the voluntary part of the Childcare Register, Arrangements for Safeguarding Children) 16/06/2009
- ensure that there is a written statement of procedures to be followed in relation to complaints (also applies to the voluntary part of the Childcare Register, Procedures for dealing with complaints) 16/06/2009

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) 16/06/2009
- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 16/06/2009