

## Inspection report for early years provision

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<b>Unique reference number</b>	123455
<b>Inspection date</b>	07/05/2009
<b>Inspector</b>	Anneliese Fox-Jones
<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 1996. She lives in a house in St Albans with her two daughters aged 15 and 19 years. Minded children have access to a dedicated annex to the house, toilet and spacious garden. Access to the premises is immediately off the driveway. The family have one cat.

The childminder is registered on the Early Years Register, and the compulsory and the voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time. She is currently caring for five children in the early years age range, at various times throughout the week.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder effectively supports children to make good progress in their learning and development. She provides a broad range of activities and experiences that interest and fully include all children. Children's welfare is promoted through some secure policies and procedures which help to keep them safe. The positive partnerships with parents that have been established further ensure that children's individual needs are fully considered. The childminder has a positive attitude to improvement and is beginning to self-evaluate aspects of her practice in order to identify strengths and areas to develop for maintaining continuous improvement. Whilst some observation systems are in place they are yet to become fully effective.

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

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

- develop further children's assessment systems to demonstrate how children are making progress towards the early learning goals, and use this information to identify learning priorities and plan challenging learning experiences.

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

- carry out a full risk assessment for each type of outing, the assessment must be reviewed before embarking on each specific outing. (Safeguarding and promoting children's welfare)

22/05/2009

## The leadership and management of the early years provision

The childminder provides a welcoming and inclusive environment for children. She maintains most appropriate records, policies and procedures that are required for

the safe and efficient management of the Early Years Foundation Stage. Whilst she is vigilant with regards to children's safety within the home, conducting regular risk assessments of all areas used by the children, she has not however extended these to include each specific outing to ensure that potential hazards to the children are minimised.

The childminder effectively organises her resources and her time to ensure that children are fully supported to be independent and therefore, become active learners. Children's self-esteem is boosted as they observe photographs of themselves in a scrap book and displayed on the wall. However, the childminder has yet to fully develop appropriate systems so that children's work and assessments are linked with the early learning goals and then used to inform future planning opportunities for children. Therefore, the monitoring of children's progress is less well implemented. Children are valued and included through the childminder's knowledge and skills to ensure children's uniqueness is recognised and respected. For example, the childminder values the children's home backgrounds and cultures and ensures a variety of resources are positively used within her provision.

The childminder is beginning to monitor aspects of her provision and continues to develop her knowledge to promote better outcomes for children. She has addressed the recommendation made at her previous inspection and is positive about making improvements. The childminder has some effective safeguarding policies that contribute to children's health, safety and well-being and arrangements are in place to ensure children's care and safety is maintained in the event of an emergency. The childminder builds close relationships with parents and keeps them well informed about their children's time spent with the childminder. For example, she maintains a daily diary to keep parents abreast of how their children have eaten, if they have slept and what activities they have been doing. It is clear through parents' letters of thanks that they are very happy with the care their children receive.

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

Children's welfare is effectively promoted through positive practices which are incorporated within their daily routines. They are learning how to keep safe within the home as they are discouraged from touching unsafe equipment and climbing on furniture. They are taught how to safely use equipment in the garden and competently agree with the road safety procedures discussed with the childminder, which they follow when they are out in the community. The childminder involves the children in maintaining their personal safety as she practises emergency evacuation drills with them and teaches them about the dangers of fire. This is further reinforced with outings to the local fire station. Children's good health is protected through a range of concise policies and procedures. Children have many opportunities to be active and to get fresh air as they play in the garden or visit local toddler groups, parks and a farm. The childminder promotes healthy eating; children are offered healthy and nutritious meals. Children certainly enjoy their mid-morning snack where they are offered melon and oranges.

The childminder has a flexible approach to the delivery of children's learning, drawing on incidental opportunities through play. Children also have many opportunities to develop through a mix of adult-led and child-initiated activities. The childminder is developing her knowledge and understanding of the EYFS framework to support children's learning through play. Children freely choose a wide range of resources because the dedicated childminding environment is well-organised and most resources are easily accessible. They have appropriate opportunities to explore their own choices of play, whilst having the time to engage with the childminder who helps them develop an awareness of numbers, language and literacy. The childminder recognises the particular support children need to master new developmental skills such as learning colours and parts of the body and makes sure she provides encouragement and reassurance within a safe and interesting environment. Children consequently become self-assured. However, using this information to plan and provide activities built around children's next steps and future learning opportunities is less well established.

The children's knowledge and understanding of the world is increasing as they enthusiastically explore their natural environment as they have many opportunities for planned outings to local parks, the farm and exciting seasonal walks, such as to collect leaves. They are curious to learn and take care of a neighbouring tortoise who regularly visits the children with its owner. Opportunities exist for children to paint, draw and stick, which help to develop their physical and creative skills. Children enjoy the challenges of matching shapes and pictures of animals on puzzles, as the childminder is close to offer support. The childminder uses books to encourage children to begin counting during their play and solve simple problems such as how many animals are on the page. She talks about the pictures and what they are doing to help children increase their vocabulary and to think for themselves. Children have an enjoyable time as the childminder is enthusiastic in following their interests and developing these with them.

The childminder promotes positive role models to children; she is kind and gentle with them and continually reinforces the importance of sharing and being considerate to one another. The impact is the children are well behaved. Their social skills are fully promoted as they play with peers of similar age groups whilst also learning about the needs and interests of others. Children are developing an awareness of people within the community as the childminder shares various resources that promote diversity and inclusion, as well as openly talking and exploring different activities around celebrations and festivals. Children are learning right from wrong whilst feeling confident and affirmed. Overall, children are happy and content within the childminder's care; they receive good quality support and interaction.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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:	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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