

Inspection report for early years provision

Unique reference number	123769
Inspection date	12/06/2009
Inspector	Lynn Clements
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 was registered in 1996. She is registered to care for a maximum of four children at any one time, three of whom may be in the early years age group. She is currently caring for three children in the early years age group. The childminder is also registered to care for children on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and two older sons. They live in a residential area of Bishop's Stortford.

Access to the setting is on one level and there is a downstairs toilet available, helping to promote an inclusive environment. The ground floor of the property is used for childminding and there is a fully enclosed garden available for outside play. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are met well and they are all supported so that no group or individual is disadvantaged. The childminder supports children to make good progress in their learning and development, however, links in children's achievement towards the six early learning goals are currently not secure. Clear and effective systems are in place to ensure that children's welfare is protected and promoted with regard to child protection and some risk assessments are in place. Open partnership with parents, carers and others, in the wider context, are used to promote continuity of care and support smooth transitions for each child as they move between settings. The childminder has systems of reflective practice in place, enabling her to analyse what she does and bring about improvements where necessary.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding about the EYFS learning and development requirements to ensure children's learning and development is securely linked to the six early learning goals
- re-appraise risk assessments to ensure they include anything with which a child may come into contact.

The leadership and management of the early years provision

The childminder is dedicated to her role. She organises her daily practice in order to take account of children's individual needs. All records required by legislation are in place along with relevant parental permission. Contracts and records forms are securely stored and confidentiality is respected at all times. Written policies

and procedures are in place, implemented in practice and shared with the parents in order to provide positive outcomes for the children and ensure the smooth daily running of the setting. Registers are maintained and include children's hours of attendance which ensures they can be safely accounted for at all times and that ratios are met correctly.

Since the last inspection, the childminder has completed training courses to support children, for example, road safety training, child protection and first aid, all of which enables her to care appropriately for children. Safe arrival and collection procedures are in place and the childminder has a clear understanding about protecting children from harm. She understands how to make a referral should she have a safeguarding concern about a child in her care. Risk assessments have been devised, but as yet, do not include all potential hazards, for example, berry bushes in the front garden and the summerhouse in the back garden. The childminder strives to promote an inclusive environment and resources and posters reflecting diversity are used well. Currently, there are no children attending with learning difficulties and/or disabilities but the childminder does have systems in place, such as working with families or other professionals in the best interests of the child. There is no bias in her practice in relation to gender, race or disability.

The organisation of the setting is very good providing a secure environment in which children can explore and investigate at their own pace. All children are able to rest or be active according to their individual needs. Purposeful partnership with parents and others the children come into contact with, for example, staff at the pre-school, is very good and enables the childminder to share relevant information about the whole child, their needs and interests. This information is then used to provide meaningful, fun learning experiences which build on what the children know and can do. Parents speak highly of the childminder and they appreciate her enthusiasm and warmth. They feel confident that their children are learning and developing in a safe and secure environment.

The quality and standards of the early years provision

The childminder provides support and encouragement which enables children to play and investigate toys and resources at their own pace. Children thoroughly enjoy making their own choices and decisions from the wide range of resources and activities available. Attention is paid to low level storage enabling children to be independent in their selections. Children learn about the world around them, taking time to stop as they hear a train whistle in the distance, sparking conversation with the childminder. They enjoy trips out and about, learning about the world on their door step. Children explore musical instruments, finding out what sounds they can make when they blow the toy trumpet. They learn to move safely, running in the garden, kicking balls and using large apparatus with increasing competence. They share their ideas, discussing what they want to do, for example, playing in the ball pit. Children explore different ways to move, such as crawling through tunnels or using wheeled toys, negotiating space and obstacles with ease.

The childminder understands clearly how children learn through play and

investigation. She makes the most of spontaneous learning opportunities, for example, practising road safety whilst out and about or talking with children about the ladders they see on top of a shiny fire engine, sharing their ideas and working out together that the ladders can be used to rescue people from tall buildings. Children use number language as they play, matching number names to corresponding symbols on stacking beakers or counting out how many balls roll out from the ball pit. The childminder uses Early Years Foundation Stage (EYFS) practice cards to observe and support children in her care. She then uses these observations to plan future learning opportunities based on what the children know and can do. However, these observations are not clearly linked to the areas of learning in order to ensure that future progress towards the six early learning goals is secure. Children's behaviour is very good. They are supported sensitively by the childminder who is consistent in her approach and uses plenty of positive methods, such as age appropriate discussion, encouragement and praise, all of which raises children's confidence and self-esteem.

Children are encouraged to learn about self-care, helping them to develop skills for later. They help themselves to drinks when they are thirsty or competently put on their own shoes, after playing in the ball pit. They wash their hands at pertinent times and cover their hands over their mouths when they sneeze. Parents support the childminder's healthy eating approach, providing packed lunches which enable children to learn about foods which are good for them. Children are clearly at home and happy in the care of the childminder.

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?	1
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

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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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