

Inspection report for early years provision

Unique reference number	402417
Inspection date	13/05/2009
Inspector	Emma Bright
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 2001. She lives with her husband and two children aged nine and 13 in Hatfield, Hertfordshire. All areas of the childminder's house can be used for childminding and there is a fully enclosed garden for outside play. Access to the premises is on one level.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group, one of which attends full time and the remainder attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children and attends a variety of local groups. The family has one rabbit and goldfish as pets.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The childminder provides a broad range of interesting learning opportunities for each child and this enables them to make good progress in their learning and development. The childminder has established good working relationships with parents and this ensures children's individual needs are effectively met. Systems are in place to evaluate the care and education provided which enables the childminder to maintain continuous improvement. All of the required documentation to promote children's welfare is in place.

What steps need to be taken to improve provision further?

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

- update the risk assessment to include further detail on how children are kept safe regarding the trampoline.

The leadership and management of the early years provision

All documentation is well-organised and regularly updated in order to promote the welfare of children. A good range of policies and procedures are in place to safeguard children, the childminder has attended training in child protection and this knowledge is underpinned by a clear policy which is shared with parents and this means children are kept safe from harm. Thorough written risk assessments are carried out by the childminder to identify any hazards and she makes sure children understand how to stay safe. However, there is less detail regarding the trampoline in the garden in the risk assessment.

The childminder has a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's development. The childminder has begun to reflect on her practice and demonstrates a clear commitment to continual improvement to develop her provision further. In addition, she regularly attends training courses this means children benefit from her up-to-date knowledge and skills.

The childminder works well in partnership with parents and carers to ensure children's individual needs are fully met. Parents are provided with professionally presented and detailed information about the setting. Written feedback from parents demonstrates their high regard for the childminder. Good information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs, and this means they settle readily and feel secure. The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure to be left in her care.

The quality and standards of the early years provision

The childminder understands how young children learn and this enables her to provide a good range of experiences and activities to support each child's learning and development. Planning is in place and is flexible so that it can be adapted to focus on and extend children's interests. The childminder records each child's achievements through a balance of photographs, examples of work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development.

Children are confident communicators, they chat happily and enjoy sharing what they know with visitors. The childminder encourages children's language skills through effective interaction, she models good language as they attempt to copy sounds and words and praises their efforts. Children's early literacy skills are developing; they enjoy looking at books and talking about what they see as they share stories with the childminder. Children learn about and begin to use number and size in their play, they confidently point out 'two cars' and the 'big tractor'. These simple activities lay the foundations to support the children's future economic well-being.

The childminder provides an inclusive environment where each child is valued and they are clearly relaxed and comfortable in her care. Children play together happily and have developed good relationships with each other; the childminder encourages them to share toys and games and offers positive praise when they behave well. Children enjoy visits to places of interest, such as trips to the farm where they 'see sheep'. They learn to care for living things by helping to feed the rabbit, explaining that they 'give carrots' to it to eat. Children enjoy experiences, such as shopping for food for their snacks and meals, and they announce that they go to the Post Office to 'post letters'.

The childminder is fully aware of her responsibilities to safeguard children. She

helps children to gain an awareness of how to keep safe, both in the home and on outings. For example, they practise the fire evacuation procedure so that they know how to keep safe in an emergency. The childminder ensures she can respond appropriately if a child becomes ill or has an accident and she has completed a relevant first aid course. The childminder ensures that children have varied opportunities for physical exercise, they practise their large muscle skills as they play in the garden and they benefit from lots of fresh air on regular walks. Visits to local groups and local amenities, gives children a chance to socialise and develop relationships within their own community.

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----