

Inspection report for early years provision

Unique reference number	EY383827
Inspection date	30/06/2009
Inspector	Diane Mary O'Neill
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 2008. She lives with her husband and three children aged three, five and seven years in a house in Buntingford. The whole of the house is used for childminding and there is a secure outside garden available for play. Access is by the front path which is off the main road. The house is within walking distance of the local parks, shops and schools. The family have a no pets.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare is promoted as the childminder has a good understanding of safeguarding children. Her documentation generally reflects her practice and further supports the individual needs of children. Children make adequate progress in their learning and development as they are able to participate in a range of activities within the Early Years Foundation Stage. The childminder has good systems in place for the sharing of information with parents to ensure that all individual needs are catered for. She has developed a system of self-evaluation which enables her to monitor her own development and continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure registration systems record all times of arrival and departure
- support children to gain an awareness of cultures and beliefs of others, including through resources that positively reflect diversity
- develop understanding of how activities provided will enable children to make good progress within the early learning goals.

The leadership and management of the early years provision

The childminder takes reasonable steps to ensure that children's welfare and safety is met. She is proactive in ensuring that risk assessments are in place to cover all elements of her practice, for example, trips to the local parks, adventure castle and inside and outside her home. Through gentle encouragement children begin to learn about being safe, for example, when crossing the road they know to

look both ways as well as listening out for traffic. The childminder has thorough safeguarding policies, procedures, and up-to-date information and guidance to assist her in ensuring children are fully protected.

The childminder is well organised within her policies, procedures and documentation which adequately reflect most areas of her practice. However, the system for recording times of arrivals and departures is not always completed. Therefore, this may potentially put children's safety at risk. The childminder ensures all documentation is readily available to the parents. She uses her induction period to enable them to view her policies and procedures and ask any relevant question with regards to the care of their children. Parents have good opportunities to share information with the childminder about their individual children's day, through comprehensive daily diaries as well as discussions about the activities their children have been involved in. This is further supported by the children's individual photograph albums which bring alive the activities they been taking part in.

Children have access to a range of interesting activities and learning opportunities. However, the childminder has a limited knowledge and understanding of the observation and assessment process within the Early Years Foundation Stage. Therefore, she is unable to clearly demonstrate how children's learning is pulled through within all the six areas of learning. Consequently, there is the potential to hinder children's progress within the early learning goals.

The childminder has begun to develop a formal self-evaluation process in which she can monitor her own progress and areas for improvement. She is fully aware of her shortfalls and is keen to access training in order to further her own knowledge and understanding as well as assisting her towards improving in some of the areas she has identified as a weakness. The childminder actively seeks comments from the parents to further assist her in reviewing her practice.

The quality and standards of the early years provision

Children enjoy their time within this child centred environment. They confidently move from the play room to the sitting room especially when the weather is quite hot, as this is a cooler play area. Children enjoy being able to have free flow from the inside to the outside. The childminder has ensured this is a safe environment for children by carrying out in-depth risk assessments and during hot weather ensures appropriate hats and sun protection are in place. Children also have their individual needs catered for within the daily routine which enables them to play, have their meals and snack as well as quiet and rest times.

Although the childminder does not formally plan activities, she ensures she provides children with fun learning opportunities to meet their various ages and stages of development. Children confidently move around the childminder's home accessing equipment which is within their reach, therefore enabling their independence and ability to make informed choices. Children enjoy using chalks to draw their mummies and daddies on the outside patio and are able to tell the childminder where their eyes, ears, hair, arms and legs should go as well as how

many are needed. There is a constant stream of communication as the children interact with the childminder bringing her into their pretend games of looking after babies. The childminder ensures there are lots of opportunities for discussion, asking of questions which help to expand children vocabulary, thinking and listening skills. Photographic evidence shows children using tools for mark making, doing finger painting, playing on large and small equipment therefore expanding opportunities to use their physical skills.

The children can access books and toys which help with learning, numeracy and problem solving as well as confidently using electronic type equipment to aid their learning. For example, they enjoy making music by experimenting on an electric keyboard and through supervised access use the television and the remote control to access suitable age appropriate interactive games on the children's learning channel.

Children have some opportunities to learn about others and their different cultural backgrounds through the use of books and some resources. However, this is still an area for further improvement for developing children's knowledge and understanding of the wider world. Children are beginning to learn to share, take turns and be respectful of one another. The childminder helps this learning process with good role modelling, gentle reminders and the implementation of simple house rules.

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.	2

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?	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?	3
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?	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:	Met
---	-----

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