

Inspection report for early years provision

Unique reference number	123672
Inspection date	12/08/2009
Inspector	Deirdra Keating

Type of setting	Childminder
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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 1997. She lives with her husband and three children aged 19, 17 and 13 years in Sawbridgeworth, Hertfordshire, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child who is within the Early Years Foundation Stage (EYFS) years. She also offers care to children aged over five years to 11 years. This provision is registered 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 good. Children make good progress in their learning and development and are safe and secure in the childminder's home. The childminder makes effective use of self-evaluation to identify strengths and weaknesses and target areas for improvement. The childminder has a good partnership with parents and works well with them to identify children's individual needs using written procedures that underpin all areas of her practice.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify children's next steps in learning
- access training opportunities made available by the local authority and other sources.

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

02/09/2009

The leadership and management of the early years provision

The childminder has organised her home well to promote children's independence, children can freely choose their activities from an accessible range of resources suited to their ages and stages of development. Children experience a flexible and varied routine of activities at home; visiting groups and developing their understanding of the local community.

The childminder has a range of written policies and procedures which are used effectively to promote the welfare of children. These ensure children are safeguarded and cared for in line with parental consents. Children are cared for in a safe and homely environment where risks have been minimised through daily cleaning and regular safety checks. These checks are made regularly by the childminder, however, they have not been recorded as required by the Early Years Foundation Stage requirements.

The childminder promotes inclusive practice and warmly welcomes all families. Parents are made to feel welcome and are able to share children's achievements and learning through daily discussions and the sharing of children's written records. The childminder has also built up systems of communication with other local early years provisions to ensure she can support children in their learning. She is known by other local provision and strives to promote good continuity of care by communicating effectively between providers that children attend.

The childminder monitors her practice well and has evaluated what she provides using a self-evaluation form, this has targeted areas for improvement including the need to update and continuing to access training.

The quality and standards of the early years provision

Children benefit from a balance of planned and child-initiated activities both within the childminder's home and at local groups in the community. This promotes their social skills and prepares them for attending other provisions. The home environment gives children good amounts of space to explore and spread out on the floor. There are a good range of toys and resources that are presented in the conservatory and house for children to self-access and these promote an enabling environment that encourages children to make free and independent choices in their play.

Children are given opportunities to help them make consistent progress in their learning and development. The childminder provides warm and responsive care giving children lots of encouragement and support. Activities are based on what children can do as they start in order to ensure they make consistent improvement. Children's progress is evidenced using scrap books illustrated with photographs and linked to the areas of learning, however, children's next steps of learning are not recorded. Parents are involved in children's learning and are kept informed about their individual progress and achievements through daily discussions. The childminder actively promotes equal opportunities and anti-

discriminatory practice, ensuring that all children and families feel safe and valued.

Children are encouraged to be active and enjoy playing outside in the fresh air. The garden is set out very well and houses a wide range of appealing large-scale activities which the children clearly enjoy. Children walk to local schools giving them exercise and an opportunity to learn about road safety whilst using the pedestrian crossings.

The childminder has a good range of activities which children can enjoy. Children are content and happy as they express themselves through drawing and imaginary play. Child-sized furniture enables children to independently access these activities with increasing confidence. The childminder provides a caring environment where children are starting to learn about each other's feelings and how to play safely as they share toys. This helps children to share toys, treat one another respectfully and gain new skills which will help them in later life. Children's dietary needs are catered for by the childminder who stores packed lunches appropriately and provides healthy snacks and drinks at regular intervals.

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

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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

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