

Inspection report for early years provision

Unique reference number	123742
Inspection date	15/09/2009
Inspector	Lynn Clements

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1992. She is registered to care for a maximum of four children at any one time. She is currently caring for five children; four in the early years age group and one older child, on a part-time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her two children in a residential area of Bishop's Stortford. Access to the setting is via one small step and there is a downstairs toilet, helping to provide an inclusive environment. The whole of the property, managed by the childminder, is used for childminding. There is a fully enclosed garden available for outside play. The family have several pets; a lizard and three cats.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has clear knowledge about each child which enables her to positively promote their welfare and learning; this means that children are fully supported and progress well, given their age, ability, starting point and individual needs. Effective systems are in place to ensure the safety and health of the children attending her setting, however, some records are not maintained consistently. Meaningful and close working relationships with parents, carers and other settings the children attend help to promote continuity of care. Issues raised at the last inspection have been addressed to improve outcomes for children and the childminder now reflects on her practice and has clear development plans in place in order to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure daily records include children's actual hours of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register).
- 29/09/2009

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

- develop further the current systems of observation and planning to ensure that future planning is clearly based on observations of what each child knows and can do and that their next steps for learning are identified consistently using EYFS guidance.

The effectiveness of leadership and management of the early years provision

Since the last inspection the childminder has been developing policies and procedures which are shared with parents and carers and implemented in practice. This helps to promote the smooth running of her setting and provides positive outcomes for the children in her care. Self-evaluation is now a part of the childminder's reflective practice and this enables her to identify strengths and develop areas for improvement. She does this in conjunction with parents, carers and children, using comments books and open discussions. All records required by legislation are in place and updated regularly in order to meet children's changing needs, however, the daily register does not consistently reflect children's actual hours of attendance, to ensure that they can be safely accounted for at all times.

The childminder has completed relevant training, such as safeguarding, paediatric first aid, health and safety and food hygiene, which enables her to take the correct course of action or provide appropriate care to children as required. Risk assessments are in place and monitored by the childminder to ensure that the environment both inside and outside remains safe and secure, in addition, she carries out risk assessment prior to outings. The identification of visitors to the premises is always checked and a record is maintained. No child is able to leave the setting unescorted and safe arrival and collection procedures are in place.

Partnership with parents and carers in relation to children's care and learning needs is good. Opportunities are in place for parents or carers to share observations of their children's achievements at home, via open discussions, their daily diaries or through each child's individual learning record. This helps all parties to work together in the best interests of the child. The childminder strives to promote an inclusive environment and there is no bias in her practice in relation to gender, race or disability.

The quality and standards of the early years provision and outcomes for children

Children clearly demonstrate how to stay safe, such as discussing not to touch sockets or switches because of the electricity, which they talk about needing for their houses but which they also know is dangerous. In addition, they practise being careful when crossing the road and use utensils with care. Children also show that they feel safe in the childminder's care. For example, responding affectionately to her, asking open questions, moving freely and making their own choices or sharing their ideas with confidence and without fear of failure. Children develop their understanding about the importance of healthy eating and exercise through topics and meal time discussions. They also enjoy getting out and about in the fresh air to run and use large apparatus which helps them to increase their coordination and balance. Children learn about the importance of personal hygiene, washing their hands thoroughly at pertinent times.

Interaction is positive and children of all ages show developing awareness about diversity, noticing similarities and differences of others, such as those in their group who are shy. The childminder also ensures that they have plenty of opportunities to get out and about in the local neighbourhood, taking visits to the park or soft play centres where children learn to socialise and learn about the wider world around them. Children's behaviour is good and they demonstrate increasing kindness to others when sharing resources or taking turns during games.

The childminder has clearly developed her knowledge and understanding of the Early Years Foundation Stage. She provides clear information to parents about the six early learning goals and keeps learning records to ensure that each child is supported in making good progress in all areas of learning. The childminder plans topics and activities to help bring learning to life, however, observations are not consistently used to inform planning and on occasion, next steps for learning are not clearly linked to the EYFS. The childminder provides a secure environment which reflects the children's backgrounds well, enabling all children to feel welcome and included. Effective partnerships with parents, carers and others provides continuity and coherence, supporting children's well-being.

The good use of storage enables children to make their own decisions and selections about their play and learning. The childminder ensures that they have opportunities every day to develop skills linked to all six areas of learning. Children communicate well with each other and develop their understanding about the printed word when sharing stories and mark-making. Simple phonics enables older children to begin writing stories and diaries, for example, making a diary about their recent holidays, giving them the opportunity to use their developing skills but also to talk and revisit events. They build and construct using a wide variety of media, including building bricks and click together tracks. They problem solve, working out how to use a balloon pump to inflate the blow up volcano on the play mat; whilst doing this conversation and ideas flow about volcanoes, animals and lava. Overall, children are well supported to secure the skills they require in order to progress in their learning and the provider is taking steps to ensure resources and the environment remain sustainable.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 29/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 29/09/2009