

Inspection report for early years provision

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Inspection date	25/09/2009
Inspector	Lynn Clements
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.

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Description of the childminding

The childminder has been registered since 1995. She is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. She is currently caring for two children in the early years age group and one older child. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and daughter in a residential area of Bishop's Stortford. Access to the setting is via one small step. 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, cat, rabbits, guinea pigs and chinchillas.

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.

A well developed knowledge of each child's needs enables the childminder to promote their welfare and learning successfully, although there is a minor weakness with regard to linking their next steps consistently with the EYFS learning intentions. Children are extremely safe and secure, enjoying their time with the childminder and the opportunities she provides for them to learn about their local community and the wider world. Partnership with parents, carers and others, in the wider context is a strength and ensures that the needs of all children are met along with any other additional needs. This enables children to make good progress given their age, ability and starting points. The implementation of reflective practice and identifying priorities for the future, along with addressing issues raised at the last inspection, helps to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the current system of assessment in order to identify learning priorities by clearly matching observations of the children's achievements to the Early Years Foundation Stage elements.

The effectiveness of leadership and management of the early years provision

The childminder has an extremely well presented range of relevant policies and procedures which are personal to her setting. These are shared with parents and carers and effectively implemented in order to provide positive outcomes for the children and support the smooth daily management of her provision. She fully

understands the importance of criminal record bureau checks in order to safeguard children. The childminder has attended child protection training and has clear systems in place with regards to making a referral, should she have a concern about a child in her care. A visitor record is maintained along with daily registers and this enables the childminder to safely account for each child in her setting and monitor visitors. Children are never left unsupervised with persons visiting the setting.

Attention to continuing professional development is very good. The childminder attends training over and above that required by legislation. This enables her to continually develop her practice in the best interests of the child. The childminder reflects on her practice, drawing in parents and children's views on the service she provides and clearly identifies priorities in order to support continuous improvement. The childminder has addressed the recommendation raised at her last inspection and is meticulous in implementing a range of risk assessments to minimise potential hazards to children, inside the home, outside, and whilst on outings. These include identifying new potential hazards as they arise and addressing them effectively. Training, such as paediatric first aid, ensures that the childminder can provide appropriate care to children should they have an accident or become ill whilst in her care.

There is no bias in practice in relation to gender, race or disability. The childminder strives to promote an inclusive environment. She adapts activities for the differing age ranges of children attending in order that they enjoy learning and are appropriately challenged at all times. The whole of the setting is well organised, enabling all children to move around freely and make their own selections and decisions.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She organises her provision well, enabling children to explore toys and resources freely, to develop skills in all six areas of learning. Learning records are in place and these are shared with the parents enabling all parties to work together and support the learning and development of the whole child. The childminder makes regular observations to ensure children are making good progress towards the early learning goals, she also identifies their next steps for learning, however, on occasion, these are not always consistent with the next stage elements in the EYFS.

Children's creations and achievements are celebrated, as the childminder displays their work on boards, along with medals they have won whilst taking part in local community activities. Children develop their understanding of the wider world as they enjoy getting out and about, visiting the local park, library and toddler groups. These visits provide opportunities for them to socialise with others and join in physical activities on a larger scale than is possible indoors. Children develop their understanding about simple technology as they press buttons on battery operated toys to make sounds. For example, on a toy farm, children press the

button to hear the different animal sounds, matching the sounds to the right animal. The sort objects by type, putting farm or zoo animals together and then into family groups, such as sheep with their lambs. Children explore their own imaginations during role play, feeding babies and tucking them up warmly in the blankets ready for sleep time. They have access to story books where they explore the printed words and learn that the pictures provide clues to the story line. Children are supported in their understanding of sounds and letters, developing simple phonic knowledge for later learning. Attention to child-height storage enables children to engage in learning and exploring resources which interest them.

The childminder helps children learn for themselves about keeping safe. They move around safely and tidy away toys after play to keep their play space safe from tripping hazards. Children practise road safety whilst out and about. They join in and practise evacuation procedures at the childminder's house to ensure they all know what to do in the event of an emergency. Children learn about personal hygiene and the childminder has clear nappy changing routines in place which limit cross contamination and the spread of infection. Children have access to drinking water at all times so no one is left thirsty. They actively learn about healthy eating and the childminder helps them link this to exercise for staying fit. Children enjoy working out and recording how many pieces of fruit or vegetables they eat each day. They learn about foods which are good for them and those which are not so good, helping them to make informed choices for themselves as they grow.

Children demonstrate kindness to others. They work together and support each other. The childminder is an excellent role model, helping children to develop positive attitudes to learning and being with others. Organisation enables all children to rest or be active according to their individual needs.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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:

Met

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

Met