

Inspection report for early years provision

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Inspection date	17/12/2009
Inspector	Susan Tuffnell
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.

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 was registered in 1993. She lives with her husband and one child, aged 15 years, in a residential area of Harpenden, Hertfordshire. The ground floor of the childminder's home is used for childminding purposes. The first floor of the premises is used for children to rest in a travel cot only. There is a fully enclosed garden for outside play. The premises are accessible by a low step to the front entrance.

The childminder provides care every weekday during term-time and school holidays. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for three children on the Early Years Register and currently two children attend on part-time and flexible contracts. The childminder currently does not provide care for any child on the compulsory part of the Childcare Register and five children attend on the voluntary part of the Childcare Register. All the children share the same facilities.

The childminder works in partnership with parents, carers and other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a welcoming environment that generally supports children in the Early Years Foundation Stage (EYFS). Children benefit from some planned and imaginative activities and the close partnership with parents contributes significantly to ensuring that the individual needs of the children are met. Children are valued at the setting because the childminder has a satisfactory understanding of diversity and equal opportunities and works closely with parents to ensure children are happy, settled and secure. Some procedures are in place for evaluating her practice, identifying the strengths and weaknesses and setting some priorities for improvement in the future.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessments for each type of outing which includes routine outings in the local environment (Safeguarding and promoting children's welfare). 18/01/2010

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

- extend knowledge and understanding of the Early Years Foundation Stage in order to improve outcomes for children

- plan activities to ensure that each child receives an enjoyable and challenging experience across the six areas of learning
- ensure that children's identified learning needs are carried forward, implemented into future planning and evaluated to give a clear picture of progress.

The effectiveness of leadership and management of the early years provision

Most major aspects of leadership and management are satisfactory, some areas of weakness have been identified, and the childminder demonstrates that she has the capacity to improve. For example, she has carried out full risk assessments for the setting and garden. However, risk assessment for each type of outing, which include routine outings in the local environment, are not in place to ensure children's safety. Children are protected because the childminder knows and understands child protection and she has attended safeguarding children training to enhance her knowledge. The childminder takes positive steps to raise children's awareness about how to keep themselves safe. For example, children practise regular fire evacuation. Some resources are freely available to the children and are adequate to generally support their learning and development. Children's learning journey assessment files contain some good observations and examples of children's work. However, planning and assessments are not securely linked to the six areas of learning or the requirements of the EYFS and children's identified learning needs are not carried forward, implemented into future planning or evaluated to give a clear picture of progress. The childminder intends to improve outcomes for children by extending her knowledge of the Early Years Foundation Stage (EYFS) through training. The childminder promotes equality and diversity through effective policies, procedures and practice. Children begin to understand about diversity as they experience the wider world with resources, activities and stories. The childminder has positive relationships with parents and carers and relationships are well-established, ensuring each child's needs are met. The childminder regularly asks parents and carers for their views and ensures that these are used to inform important decisions about the provision. Parents and carers are kept informed about their children's achievements, well-being and development. The effective liaison with parents and carers contributes to improvements in children's achievements, well-being and development. Parents are encouraged to be involved in supporting their children's learning and development, through an exchange of verbal feedback and the sharing of some of the children's work and photographs.

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

Children achieve well in most aspects of their learning and development. The childminder uses a reasonable range of teaching methods and adequate resources to generally provide a sufficient range of activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage children. Young children develop confidence within the setting, due to good

interaction with the childminder. They confidently introduce themselves and show an interest in visitors to the setting. Children follow appropriate personal hygiene routines and they are beginning to understand the importance of regular exercise and healthy eating. They enjoy opportunities to engage in physical activities, both inside and outdoors. For example, Children have opportunities to use equipment to climb and balance with regular garden play and visits to the park.

Resources are available to help children's fine motor skills, such as art and craft activities, toys, puzzles and construction. Children make choices independently and follow their interests. For example, children add steps to the tall tower they have built. They count the bricks spontaneously as they play and name the colours. Children use excellent problem solving skills as they build a large platform at the base of the tower to make it more secure and are encouraged to measure the bricks against each other to build straight walls. Children talk about the different size bricks and the best ones to use at the top of the tower. They play imaginatively, using small play people in various roles, adding windows and doors and dividing areas of the model into rooms for their 'house'. Children experiment with size as they measure themselves against the tower and work out how many more bricks are needed for the tower to reach the same height as themselves. Children are supported well in their language development and encouraged to express themselves freely as they talk about their family and siblings. They count their siblings on their fingers and then indicate who is the oldest, who is the youngest and where they fit in the age line. The childminder talks to the children about Christmas as they cut out favourite pictures from magazines, make different designs on card and decorate with glitter. Children show good skills with small tools. Scissors and brushes are used confidently. Children are secure in the setting and display a strong sense of belonging. They join in with daily routines, such as tidying their environment and generally secure the skills they need in order to progress in their learning. Children are happy and settled and display confidence and self-esteem. Overall, children's behaviour is satisfactory.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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