

Inspection report for early years provision

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Inspection date	20/11/2009
Inspector	Ann Marie Cozzi
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1992. She is registered to care for a maximum of five children at any one time. She is currently caring for three children in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and one young adult in a residential area of Bishop Stortford, Hertfordshire. Access to the setting is via a small step in to the premises. The rest of the property is used for childminding. The fully enclosed garden is available for outdoor play.

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.

Children's individual needs are known and valued by the childminder who has a secure understanding of their backgrounds. This ensures their care and learning are effectively promoted. Generally there are effective systems in place to secure children's safety and well being. Firm relationships with parents and carers are established which helps to promote good continuity of care. The childminder has undertaken self-evaluation of her service in order to identify strengths and areas for future development to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken is in place for the premises; take all reasonable steps to ensure that hazards to children are kept to a minimum, this refers in particular to the sleeping arrangements for babies and young children (Suitable premises, environment and equipment).
- 11/12/2009

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

- develop further systems for observation and assessment to ensure that they consistently link to all areas of learning in the Early Years Foundation Stage (EYFS)
- analyse observations to clearly identify children's next steps in learning and highlight their achievements to enable an effective review with parents of the progress and development of their child

The effectiveness of leadership and management of the early years provision

The childminder has undertaken safeguarding training in the past and her policy demonstrates a good understanding of the procedures to follow should she suspect that any child in her care may be at risk. The childminder considers children's safety as she undertakes risk assessments both in and out of the home and implements safety measures, although she does not have a record of risk assessments which reflects potential hazards within the home and the action taken to address safety issues. This is a specific legal requirement of the Early Years Foundation Stage framework. All other required documentation is in place and well maintained. Sleeping arrangements for babies and young children are under review as the current unsupervised use of pushchairs for sleeping does not protect their safety and well being.

The childminder actively seeks the views of parents and children, for example by the use of a questionnaire and through discussion. This assists her to reflect on her practice in order to evaluate the service she provides and identify key areas for future improvement. Since her last inspection the childminder has improved her knowledge and understanding by taking up a variety of related training opportunities which supports good practice.

The childminder plans and organises an interesting and exciting range of activities for children across all areas of learning, using her good knowledge and understanding of their individual needs. Very young children independently access resources and initiate their own learning, due to the childminders effective support. Positive relationships with parents and carers have been developed and she shares all available records and information about children's care and achievements with them, although this does not always extend to include children's next steps in learning. All parents express a high level of satisfaction with the service provided.

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

The area used for play is thoughtfully organised and is effective in supporting children to feel safe and secure as they move around exploring their environment with ease. They are confident and communicate their feelings and needs without hesitation using a variety of means. They look to the childminder for comfort and support, for example, they enjoy lots of cuddles when they are tired or upset. Children show their enjoyment and pleasure when playing alone or with the childminder, exploring different textures using their senses, touching and feeling with their hands, mouth and feet. This shows that they are beginning to develop a positive attitude to learning.

Children are making good progress towards the early learning goals. They have lots of chances to enjoy meaningful activities across all six areas of learning. Activities are planned with children's individual interests in mind. Young children

happily initiate their own learning as they self-select from a range of good quality toys and resources which provide offer sufficient challenge. They communicate well with the childminder using gestures, physical actions, sounds and facial expressions. Babies have fun as they access a wide range of activity toys, for example, they excitedly bounce up and down, waving their arms and gurgling as they discover that they are able to spin a colourful wheel around using both their hands and feet. Whilst listening to simple songs and rhymes children learn about counting and rhythm as they sway gently from side to side in time with the beat.

The childminder regularly undertakes observations of children at play although these are not always consistently undertaken across all areas of learning. This information is then used alongside contributions from parents to inform individual planning.

Children have many opportunities to experience the local area and the wider community as they regularly visit places such as parks, children's centres and toddler groups. This provides them with chances to experience first hand the diverse society they live in and develop an understanding of the behaviours of others through interaction.

Children are learning about the importance of personal hygiene through established daily routines. Older children are provided with pictorial clues and gentle reminders from the childminder to wash their hands. Younger children are supported to wash their hands before meals and after outside play. Parents provide healthy and nutritious packed lunches for younger children and older children are provided with a balanced range of meals by the childminder. Children are encouraged to develop a positive attitude towards being active. The childminder ensures that they have regular opportunities to be in the fresh air and expend their energy safely in all weathers, ensuring that they wear appropriate clothing. As a result, children are making good progress towards adopting healthy lifestyles.

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	3
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	3
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:

- undertake a risk assessment of the premises and equipment; at least once in each calendar year and immediately, where the need for assessment arises (also applies to the voluntary part of the Childcare Register). 11/12/2009

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 compulsory Childcare Register part of the report (Suitability and safety of Premises and Equipment). 11/12/2009