

Inspection report for early years provision

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Inspection date	17/11/2009
Inspector	Ann Marie Cozzi
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 1996. She is registered to care for a maximum of five children at any one time. She is currently caring for two 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 child in a residential area of Hertford, Hertfordshire. Access to the setting is via a small step in to the premises. The whole of the property is used for childminding. The fully enclosed garden is available for outdoor play. The childminder has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development. The systems for planning, observations and assessments are emerging. Each child's programme of learning is yet to be fully considered and firmly based on their starting points and next steps in learning. Children are on the whole safe and secure, however, records for risk assessment are incomplete and systems to minimise and protect children from risks are not consistently implemented in practice. Sound partnerships with parents are in place, which ensures children are understood, valued and included. Evaluation of the service is undertaken and some areas for future development have been identified.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments include a record of when and by whom they have been checked; take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment).
- 01/12/2009

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) and identify individual next steps for learning in order to provide a personalised program of learning for each child
- develop further partnership working where children receive education and care in more than one setting.
- develop further risk assessments to ensure that they identify aspects of the environment which need to be checked on a regular basis and include

anything with which a child may come into contact with

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her responsibilities with regard to safeguarding children. She has a written safeguarding policy which ensures that those using her service are made fully aware of the procedure. The childminder has some written risk assessments in place, however, they do not fully reflect potential hazards within the home which children may have access to and do not detail when and by whom they were undertaken. As a result children are not protected from some everyday potential hazards, for example, access to cupboards containing electrical equipment and trailing wires. Children's well-being is considered as they are encouraged to develop healthy habits through daily routines.

The childminder demonstrates a commitment to her ongoing personal development. For example, since her last inspection she has undertaken all required training and has attended a number of related courses which have increased her knowledge, for example, healthy eating, positive behaviour management and inclusion development. The childminder has undertaken some self-evaluation, identifying areas for future improvement in order to bring about better outcomes for children.

The childminder has developed positive relationships with parents and carers. She strives to promote inclusive practice, talking regularly to parents and carers about children's individual care needs. Parents and carers are made aware that written records regarding their child's achievements are available. However, partnerships with other providers of care and education do not extend to include a two-way exchange of information with regard to children's learning. Opportunities are provided for children to get out and about in the local community, helping them to interact and learn about their local environment.

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

Children demonstrate that they feel secure whilst in the childminder's care as they chat amiably with her whilst moving around, self-selecting from the available resources. At times, children initiate their own learning, making choices about what they would like to do next. They are beginning to develop an understanding about how to keep safe, which is promoted through play, for example, whilst using small world resources they learn that it is safer to use a zebra crossing if you want to get to the other side of the road. This encourages children to learn to behave in ways which are safe for themselves and others, however, inconsistencies in the implementation of safety measures results in mixed messages being conveyed to children regarding boundaries within the home.

Children demonstrate that they are beginning to develop positive attitudes to

learning, for example, as they explore with interest an interactive book. They enjoy pressing buttons and using a stylus to discover what sound the book will make next. Satisfactory hygiene routines are in place, for example, older children are reminded to wash their hands after using the toilet with the aid of pictorial clues and younger children are supported to clean their hands after using the potty. Children's beakers are made easily accessible, which encourages them to drink when they are thirsty. The childminder selects resources which are organised to enable children's easy access.

Children are making satisfactory progress in their learning and development. Although information used to support this relies, in the main, on the childminder's familiarity of the children. Whilst there are a satisfactory range of activities provided, it is not clear how children's individual programme of learning is accurately planned. The childminder undertakes some observations of children at play, however, these are not consistently linked to all areas of learning in the Early Years Foundation Stage (EYFS). This impacts on children's next steps in learning being securely identified.

Children's language is developing as they communicate clearly with the childminder, making her aware of their wants and needs, for example, when they are hungry or during conversations held whilst playing make-believe games. Children are beginning to learn about numbers and mathematical concepts, for example, as the childminder encourages them to use calculation to determine how many cars will fit into the back of a lorry and introduces words such as big, little, up and down. At times children work independently and in cooperation with the childminder. They enjoy self-selecting interactive books and have fun as they press buttons over and over again, mimicking the words and sounds they hear. Children develop their understanding of interactive communication technology as, in cooperation with the childminder, they explore, investigate and find out how to make a hand held projector work. They express their delight when they discover that as they point the projector towards the wall a picture appears. Children are actively encouraged to take part in physical activity and learn about their local environment and the natural world as they observe changing seasons on their regular walks to local parks and when playing in the garden.

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	3
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	3

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	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	3
The extent to which children develop skills for the future	3

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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:

- ensure the premises and equipment used for the purpose of childcare are safe and suitable for that childcare. (Suitability and safety of premises and equipment; also applies to the voluntary part of the Childcare Register). 01/12/2009

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 part of the Childcare Register section of the report (Suitability and safety of premises and equipment). 01/12/2009