

Inspection report for early years provision

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Inspection date	11/12/2009
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 1994. She is registered to care for a maximum of six 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 two grown up daughters in Bishops Stortford, Hertfordshire. Access to the setting is via a small step in to the premises and there is a downstairs toilet. The whole of the property is used for childminding. The fully enclosed garden is available for outdoor play. The childminder has pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children show a willingness to try out new things which demonstrates their motivation to learn new skills, in the knowledge that their efforts are valued by the childminder. Planning for children's learning and development is based on their individual interests, individual abilities and learning priorities. The childminder is committed to improving the quality of service. As a result, she targets areas of weakness to drive continuous improvement and promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further partnership working where children receive education and care in more than one setting
- develop further systems for observation and planning to ensure that they consistently link to all areas of learning in the Early Years Foundation Stage (EYFS)
- develop further an awareness of the requirements of health and safety legislation.

The effectiveness of leadership and management of the early years provision

The childminder assesses children's safety both inside and outside of the home and takes positive steps to ensure their well-being. She has written risks assessments in place and undertakes daily checks in the home to ensure children's safety. The childminder conducts a risk assessment for each type of outing which details the measures in place to ensure children's safety. Documentation is well organised and on the whole is well maintained although some information contained in the sick children policy is not current. The childminder has undertaken child protection training and demonstrates an up-to-date knowledge of safeguarding issues,

including the procedure for reporting concerns.

The childminder is self-reflective of her knowledge and understanding of the Early Years Foundation Stage. As a result, she has effectively identified and targeted this developmental area through completing a range of appropriate training, for example, she has gained a recognised early year's childcare qualification. The childminder draws upon her up-to-date knowledge and understanding to promote the quality of care and education within her provision.

The childminder's home provides a warm and welcoming environment. Good use has been made of the available space and resources are clean, well maintained and easily accessible. This enables children to self-select and make decisions about what they want to do next. Toys and activities are attractively presented and capture children's recent interests. This in turn creates an environment in which they feel safe and confident to try out new things.

Parents' views are routinely sought verbally and through 'parent questionnaire' forms. This provides them with a chance to reflect and share any concerns they may have regarding the care. Children's portfolio's containing observations and planning are shared with parents who are encouraged to contribute information about their children's learning priorities. Parents express their satisfaction with the high level of care and attention their children receive. The childminder has developed relationships with other providers of care and education although this does not currently extend to sharing information regarding children's learning.

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

Careful planning of space and resources is successful in helping children to feel safe and secure. They are becoming increasingly aware of both physical and behaviour boundaries as they explore their environment with confidence. Children are beginning to show an understanding of safety issues as they respond well to the childminder's explanations, such as the risk of falling if they climb on to storage boxes. Children's good behaviour is acknowledged through praise which in turn helps to foster good levels of self-esteem and confidence. Children are very self-assured in their environment exploring resources confidently with the knowledge that a trusted adult is near by. Young children show immense pleasure as they cuddle up with the childminder to look at colourful books which means they are beginning to develop a positive disposition to learn.

Children are making good progress towards the early learning goals as they have numerous opportunities to engage in activities across all areas of learning. The childminder regularly observes children as they interact and play. She uses this information to identify and plan for each child's future learning, although there is a minor weakness with regard to ensuring that all areas of learning are consistently identified and linked to the Early Years Foundation Stage elements and planning.

Children happily self-select from a range of developmentally appropriate toys which offer good challenge and promote an inclusive environment. They are

learning to share and cooperate, as they have fun playing games with the childminder. They are becoming confident communicators using gestures, actions and facial expressions to communicate their feelings or needs to adults. Young children demonstrate their increasing understanding as they respond to simple requests, for example, to select a hat to put on Edward the teddy bear. Children learn how to use construction materials as they hold a piece in each hand and carefully pull them apart. They enjoy taking part in role play as they mimic real or imagined experiences, for example, after putting a doll in the cot they babble in a low whisper indicating that the doll is sleeping. They demonstrate their problem solving and reasoning skills as they show their understanding that things exist even when out of sight, for example, when they hear the childminders daughter walking around upstairs. Young children enjoy listening to and joining in with simple rhymes and songs, for example, as they mimic the sounds made by the childminder when she sings nursery rhymes.

Children are beginning to recognise the importance of personal hygiene through established and well organised daily routines. Older children are consistently encouraged to wash their hands at pertinent times, for example, after using the toilet, before meals and after petting animals. Younger children demonstrate an increasing awareness of their own self care as they begin to associate a sequence of actions within daily routines and show their desire to help with their own care, for example, as they lie down on the changing mat in preparation for nappy change. Children have easy access to drinking water at all times and consideration is given to ensuring that they have healthy nutritious home cooked meals to meet their individual dietary needs. In addition to this, the childminder plans a variety of daily trips out and about in the local community which enables children to learn about their local environment, develop their physical skills and begin to socialise with others.

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:	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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