

Inspection report for early years provision

Unique reference number	EY321056
Inspection date	11/03/2010
Inspector	Valerie Fane
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 2006. She lives with her husband and children aged eight and three years in Hemel Hempstead. The whole of the property is used for childminding. Accessibility to the premises is up one step. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a cat, some fish and a hamster.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities. She 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 are settled with the childminder and relate well to her and to other members of her family. They make good progress because she identifies their learning priorities and provides an interesting range of play opportunities to support their development. Children's individual welfare requirements are met well because the childminder works closely with their parents to ensure that she is well-informed about their needs. They learn about healthy lifestyles because they spend plenty of time outside and enjoy cookery activities that support their understanding of healthy eating. The childminder is committed to making ongoing improvements and has begun to use a self-evaluation document to identify areas for future development. All required policies and procedures are in place but there is a minor omission in the recording of risk assessments.

What steps need to be taken to improve provision further?

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

- improve the record of the risk assessment to include when it was carried out and the date of any reviews (Documentation). 25/03/2010

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

- improve the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has attended safeguarding training so she has a secure knowledge of the possible signs of abuse and the correct procedures to follow if she was concerned about a child in her care. She keeps a record of any existing injuries. She ensures that adult members of her family have undergone checks with the Criminal Records Bureau to ensure their suitability to be in contact with young children. Children receive care in a home that is entirely safe and secure. The childminder has completed detailed risk assessments to identify possible risks and has taken steps to eliminate or minimise these. She is fully aware of the importance of completing a risk assessment before allowing children to use new equipment such as the trampoline belonging to members of her family. However, the childminder has omitted to record the date of the risk assessments or the date when they have been reviewed as detailed in the Early Years Foundation Stage welfare requirements.

Children use an interesting range of resources both indoors and outside and these include toys that support their awareness of other cultures and diversity. They benefit from the childminder's clear vision and commitment to update and improve her practice. She sometimes does this by attending training and she has previously completed a Level 3 qualification but she has also gained a lot of her knowledge of the Early Years Foundation Stage through finding out information for herself. Part of her plans for the future include updating her qualification and attending courses to enhance her understanding of the learning and development requirements of the Early Years Foundation Stage. She has met the recommendations made at the last inspection so children are safeguarded because she keeps accurate records of their attendance. Parents are also better informed because they receive a written complaints policy when children first attend. She has begun to use a formal self-evaluation document to identify areas for improvement in different aspects of the Early Years Foundation Stage but she is aware that this is an area for further development.

Children thrive because the childminder works closely with their parents or carers. She gets to know children and their families well so that she is able to meet children's individual needs. Where children have particular health issues she finds out detailed information from parents and follows their requirements for their child's care. Parents receive a comprehensive set of policies and procedures before their children attend so they are well informed about the provision. Children are able to continue their learning at home because the childminder talks to parents when they collect their children and also completes a daily diary. Parents additionally have regular access to children's learning journeys which contain detailed information about children's progress and their future learning priorities as well as many photographs of them enjoying different activities.

The childminder does not currently mind children with specific special educational needs and/or disabilities or children who attend other Early Years Foundation Stage provision. She fully understands the importance of working with outside

agencies or with other providers to support children's continuity of care and individual development when this is applicable.

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

The outcomes for children are good. They develop a firm understanding of healthy lifestyles. They spend plenty of time outside because they walk to or from school or nursery each day and they regularly go to local parks or play in the back garden. They love using the large play equipment in the park or they feed the ducks. They have fun on the swings in the back garden and children of different ages enjoy cooperating to use the two-person swing together. Children eat meals provided by their parents but the childminder gives them healthy snacks such as a bowl of fruit. They take part in activities that support their awareness of healthy foods. For example, they make fruit kebabs in the summer or they decorate their own pizzas with cheese, tomatoes and mushrooms. They learn about their personal safety because they know that they must not play near the swings or go up the slide because they can get hurt and they learn to use tools safely as they cut up the fruit or help to make sandwiches.

Children settle well with the childminder and relate confidently to her and to other members of her family. They learn to have good manners and to share toys together. The childminder provides plenty of praise for good behaviour and uses distraction effectively to deal with occasional unwanted behaviour. Children are enthusiastic learners and the childminder understands how to plan and provide them with a good balance of enjoyable opportunities for both free play and planned activities. They make good progress because the childminder observes and assesses their development and identifies their learning priorities effectively.

Children choose favourite activities such as play dough. They get out the different colours and use rolling pins to roll out the dough. They use their imagination in their play and decide to have a tea party so they make cakes and peas with the dough and pretend to eat them. They use mathematical language in their play because they make comments such as 'Would you like a little pea to go in your tea?' They are keen to solve problems and discover that they can break off small pieces of dough and then use the bigger lump of dough to pick up the little pieces again. Older children enjoy using technology equipment such as the paint program on the computer. Babies explore pop-up toys and discover what happens when they press the buttons and an animal pops up. Activities such as these also support children's development of skills for the future. Children of all ages enjoy a wide variety of creative activities. For example, babies have fun with a tray of 'gloop'. They explore the texture and develop mark making skills as they make patterns in it with their hands. Older toddlers enjoy games such as 'tumbling monkeys'. They develop their coordination by trying to hang the monkeys in the tree. They try to count them and talk to the childminder about the colour of the monkeys. They develop their understanding of simple calculation because the childminder asks them questions about which of their hands is holding more monkeys.

Children see pictures around the playroom that support their awareness of diversity. The childminder also makes good use of opportunities to explain about differences between children and to help them to understand that this is all right. Children act out their understanding through role play with their dolls. They learn that others are less fortunate than themselves because they take part in a sponsored walk through the woods for 'Children in Need'. They celebrate festivals to learn about other countries. For example, at Eid they find out about India and choose to make pictures of peacocks.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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