

## Inspection report for early years provision

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<b>Unique reference number</b>	123348
<b>Inspection date</b>	28/04/2010
<b>Inspector</b>	Karen Molloy
<b>Type of setting</b>	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.

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## **Description of the childminding**

The childminder registered in 1994. She lives with her husband and two adult children in St Albans, Hertfordshire and is close to local shops and amenities. The whole of the ground floor of the childminder's home is used for childminding purposes. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years, of these not more than three may be in the early years age group and not more than one may be under one at any one time. She is currently caring for four children in the early years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children experience close and warm relationships with the childminder, which helps them to feel secure and settled. Children are included in the life of the setting and their individual needs are met. The progress children make in their learning and development is beginning to be monitored through a new observation and assessment system. The learning environment is safe and provides an appropriate range of activities and experiences to meet children's needs. Effective partnerships are established with parents, which means that children's welfare is supported. The childminder is beginning to reflect on her practice in order to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop self-evaluation further to reflect on all areas of practice relating to the Early Years Foundation Stage framework in order to maintain continuous improvement
- develop observation and assessment to identify children's starting points, taking account of information provided by parents and ensure plans show how observations and assessments are linked to the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare, care, and safety are promoted appropriately. They are protected by the childminder's sound knowledge of her role and responsibilities in safeguarding children. All the required suitability checks have been completed for all household members and a safeguarding policy supports the childminder's practice. Children are kept safe through close supervision and basic, but effective risk assessments are carried out within the home and for each trip and outing that

children enjoy. Emergency evacuation of the premises is practised so children are familiar with what to do in the event of a fire or other emergency. Appropriate procedures are followed in relation to managing children's health and medical needs.

The childminder has many years of experience and works hard to keep up to date with current practice. She welcomes advice from the local early years development team and has recently sought support from them. As a result, the childminder has developed a comprehensive range of policies and procedures which support the efficient management of her provision. The childminder holds an up to date first aid qualification and since her last inspection she has completed training in observation, assessment and planning and safeguarding, to further her knowledge. She is beginning to reflect on her practice by identifying what she does well and where improvements can be made in relation to the outcomes for children. Parents have recently been asked to complete questionnaires and this positive feedback will contribute to the setting's evaluation. Both recommendations have been addressed since the last inspection; consequently information is more easily accessible to parents, ensuring they are fully informed about the setting. The childminder is becoming more familiar with the Early Years Foundation Stage which will enable her to ensure children's progress is linked to the early learning goals.

The childminder respects the diversity of the children and families in her care by ensuring they all feel welcome. Effective partnerships have been established with parents as the childminder has provided consistent care for many families. This enables her to find out about and understand children's diverse needs and backgrounds. Feedback from parent questionnaires is positive and they comment on the childminder's 'home from home' approach. The childminder ensures parents are informed about their children's achievements and daily activities they are involved in, with communication books used for younger children and information exchanged verbally on a daily basis. The childminder is aware of the importance of working in partnership with other settings that deliver the Early Years Foundation Stage to ensure so there is consistency in their experiences.

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

Children are happy and settled within the setting. They form close and trusting relationships with the childminder who responds to them sensitively and appropriately. Children display a strong sense of belonging and they are developing skills that enable them to play alongside each other and form strong friendships with their peers. The childminder is developing her knowledge and understanding of how to use the Early Years Foundation Stage framework to support children's progress towards the early learning goals. Observation, assessment and planning systems are still new and she has begun to develop 'Learning Journeys' and make some useful observations of children, but these are not fully developed to show how children's starting points are taken into account and how children's progress is linked to the early learning goals.

The childminder provides a reassuring environment where children feel secure and can explore their surroundings with confidence. A selection of toys and equipment are accessible so children can make independent choices in their play. The childminder is keen to develop a toy swap with other childminders to provide children with further variety. Children are given opportunities to learn and develop through a mix of adult and child-initiated activities which they respond to with enthusiasm. Children become really absorbed in their imaginative play as they care for their 'babies' and organise the ironing. The childminder fully supports their play giving them time and encouragement, which enables them to extend and adapt their ideas. Children generally experience activities which promotes learning across the six areas. They also participate in extra activities outside of the childminder's home, including visits to the local playgroup and trips to local parks. These outings enhance children's opportunities to develop social and physical skills and helps them to become familiar with the environment and community they live in, thus increasing their knowledge and understanding of the world. Children develop basic skills for the future, such as, literacy and numeracy through play and day-to-day experiences. For example, they share books, and develop an awareness of number and problems solving through puzzles, using bricks and counting buttons. They are encouraged to help each other and develop social skills sitting together at meal times and offering to help each other during play. Children develop listening and communication skills as the childminder actively encourages their interaction by listening to their stories and asking challenging questions, such as, when they talk about an 'echo', to develop their thinking.

Children's welfare is promoted through everyday practices. Their health is protected appropriately because the childminder has suitable systems in place to promote hygiene, such as, the poster that shows children how to wash their hands correctly. Children enjoy healthy snacks of fruit and parents provide packed lunches which are stored appropriately. Children are also able to spend time outdoors most days. They are keen to play outside in the garden and enjoy going for walks to the park or to post a letter. Children are kept safe in the setting because the childminder maintains suitable safety precautions, such as, close supervision and regular risk assessments. Children are also developing an awareness of how to keep themselves safe, through discussion and practising road safety. Children are also observed telling others how to erect the ironing board and to 'put the safety thing up first'. Sensible house rules, such as, not climbing on furniture ensures children are kept safe. Children are reassured of any fears which contributes to them feeling safe and secure in the setting. Children's behaviour is managed effectively. There are clear, consistent boundaries which children respond to well. They help clear away and are rewarded with 'well done' stickers to promote their confidence and self-esteem. Children are encouraged to show respect for their surroundings and for others by helping each other put on coats and helping to tidy away toys after use. They build positive relationships with the childminder and other children attending the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:	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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