

Inspection report for early years provision

Unique reference number	123357
Inspection date	18/05/2010
Inspector	Kim Wailling

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).

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 and lives with her husband and two adult children and one teenage child in St Albans, Hertfordshire. The whole of the house, except for the front room and first and second floor, is used for childminding purposes. There is an enclosed garden for outdoor play. Access to the house is level. The family has no pets.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years age range and two children over five years on both a full-time and part-time basis. No overnight care is offered.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, well-being and learning are well promoted as the childminder has a good understanding of the requirements of the Early Years Foundation Stage. She provides an inclusive service in which each child's individual needs are known and fully met. Good partnerships have been established with parents so that all work together in the children's best interests. Safeguarding children from harm is given the highest possible priority. The childminder has skilfully self evaluated her practice and is in a good position to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend further links with other provisions delivering the Early Years Foundation Stage to support children's learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good capacity to sustain continuous improvement. She is proactive and has fully addressed the recommendation set in the last report. Since the last inspection she has comprehensively evaluated the strengths and weaknesses of her childcare practice. In doing so she has identified an area which she wants to improve which has been brought forward as a recommendation.

The childminder demonstrates a clear understanding of her role and responsibilities in promoting inclusive practice. She can clearly describe what steps she has taken to ensure that all children are involved in activities and feel included. In addition, the childminder has acquired a range of toys that represent positive images of cultural diversity which children frequently enjoy using.

Children are safeguarded as the childminder has a good understanding of how to protect them from harm. The childminder has attended recent training so that she is up to date with changes to safeguarding procedures. In addition, she has ensured that appropriate suitability checks have been carried out on all adults within her home which are available for parents to see.

Parents are very happy with the standard of care that the childminder offers their children and recommend her to other families. They feel that the childminder is friendly, very approachable and keeps them well informed about events in the children's day. Ample information, including policies and procedures, is available to parents about the service the childminder offers and how she organises her childminding day. Useful links have been made with the local child health services such as the speech and language department. However, there is little ongoing dialogue with the local nurseries that some of the children in the childminder's care attend on a part-time basis. As a result, information about the children's well-being and progress is not shared.

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

Children make friends, respect each other and accept each other's differences as the childminder has established a caring environment which is built on mutual respect. Older children, for example, work together and agree on 'Golden Rules' to guide their behaviour. Opportunities are given for children to make decisions and follow their interests. Children, for example, have use of a designated playroom and are able to access their favourite toys easily and play contentedly.

The childminder supports children's development exceptionally well as she makes herself constantly available to children to support their play, offer ideas and extend their learning. Assessment records are kept on each child to help the childminder to monitor their progress so that she can identify if any child needs extra help and take appropriate action. This means that children with additional needs such as language delay, receive good support.

Children's safety is well promoted as the childminder takes comprehensive and informed measures. Risk assessments are thorough and periodically reviewed to ensure that they work in practice. Children, for example, frequently practise the fire evacuation drill so that they feel confident about dealing with a possible emergency. Good attention is given to basic health care routines such as hand washing, which for younger children is supervised. Children's food preferences are known and snacks consist of foods that they enjoy, which includes fresh fruit. Documentation such as recording the administration of medicines, is in place and used appropriately which further promotes children's health and well-being. All incidents such as minor accidents to children, are competently managed.

Overall, the childminder has created a well-resourced and happy environment for children of all ages in her family home. She provides a fully inclusive service to children and their families. Children clearly enjoy the company of the childminder,

settle quickly into her care and make good progress in their learning and development.

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	3
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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