

Inspection report for early years provision

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Inspection date	06/07/2010
Inspector	Julie Biddle
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 was registered in 1992. She lives with her husband and two children in Watford in the county of Hertfordshire. The whole of the ground floor is used for childminding. There is a downstairs cloakroom. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently three children on roll in the early years age group. She also cares for children in the older age range after school and in the holidays.

The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very safe and stimulating environment where the childminder recognises each child's individuality and effectively promotes inclusive practice. Most aspects of documentation support this well. Children make good progress because the childminder has a good understanding about how children learn new skills and develop. The childminder recognises the importance of self-evaluation and demonstrates a commitment to continuous improvement. Secure partnerships with parents and carers ensure that they are kept up to date with their child's care and general well-being.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing 12/08/2010
- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. 12/08/2010

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

- continue to develop systems for planning and observations

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of her role in safeguarding children. She is aware of the procedures to follow if she has concerns about children in her care and has recorded this in a policy. Children are further protected because they are never left with anyone who has not been vetted. She carefully monitors children as they move between different rooms to ensure their safety. Most paperwork and procedures fully secure children's safety although due to some gaps regarding risk assessments, breaches in welfare requirements have arisen. For instance, risk assessments are in place for the home and garden but these have not been signed and the date for review is not in place. The childminder has completed a risk assessment for outings although this is not individually reviewed before each specific outing.

The childminder is beginning to make good use of self-evaluation systems to continuously monitor her provision and to plan for improvements. She is committed to improving her professional development and knowledge and expertise by updating her training for example she has recently attended a safeguarding course to ensure her knowledge is current and relevant.

Parents are given information about the way the setting is organised and considerable effort is placed on gaining a good understanding of each individual child, this includes a settling in period to suit each child and their family. Space and resources are used effectively to meet children's needs. The home is very well organised to allow children to easily access a very good range of resources and toys which helps children to gain confidence in making choices. Toys and resources are stored in labelled boxes and cupboards further supporting the children opportunities to make informed choices. They happily bring toys and resources to share with adults. The childminder ensures that all resources and activities are appropriate for the ages of children she cares for and that they remain stimulated and engaged with what is offered. As a result, children are happy and secure in her care.

The childminder establishes caring and supportive working relationships with parents, providing them with daily verbal and written reports of their child's progress and development. Parents thoroughly enjoy looking at the children's learning journeys, giving them an insight of their children's busy, happy and challenging day. Parents are encouraged to contact the childminder during the day if they want an update on their child's day they do this by phone and text. Meaning they feel very much part of the children's progress, care and activities. The childminder offers appropriate and suitable support and understanding to the families of the children she cares for. She clearly understands the benefits of working in partnership with parents and ensures that children receive continuity of care. The childminder has also developed good links with other settings that some children attend to help them provide continuity in children's care and learning and to ensure all children receive high levels of support at an early stage.

Planning, assessments and interactions with children demonstrate that the

childminder has a thorough knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Observations are thorough and are used very effectively to guide planning however, continues to develop these systems to benefit the children in her care. The childminder continually talks to children, about what they are doing and makes all experiences a learning opportunity. Her skills in engaging children in challenging and stimulating activities, enables children to make good progress towards the early learning goals.

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

Children are very relaxed and happy in the care of the childminder, they display and strong sense of belonging. This is a result of the childminder's gentle, affectionate disposition. The childminder knows the children well and they are valued as unique individuals. Children are helped to learn about the society and world they live in, through resources, activities and events at toddler groups. She respects their familiar routines which in turn add to their feelings of security and contentment.

Children have access to a play room which has been made warm and inviting with posters, photos and art work attractively displayed. Children are at ease in this environment and with the childminder as they participate in a wide range of fun learning activities. Children are eager to take part and observations show very good levels of achievement in relationship to their starting points.

The children develop control of their bodies as they play on a wide range of toys and play equipment in the garden. Outdoor activities such as playing in the snow, crunching leaves in the autumn and feeding ducks support children's understanding of the wider world and nature. Children are practising their early writing skills as they play being the teacher using a white board and pens. They spend time joining in many creative activities, such as baking cakes and decorating ginger bread men. Children have access to toys that help them to understand the concept of action and consequence as they press buttons and turn dials to make sounds. Younger children are developing early skills as they explore their surroundings becoming active and inquisitive learners. Children have good opportunities to socialise and make new friends when they attend toddler and music groups. Children are encouraged to understand the concept of matching and recognising as they play games such as 'Whose nose is it'

Children's health is promoted as there are good levels of hygiene throughout the home and the childminder talks to children about the importance of washing hands. The childminder discusses with the children the importance of good health and for example how walking and fresh air is good for a healthy lifestyle. Children are learning to keep themselves safe, for example, when they are out of the home they know to hold onto the buggy and to walk on the inside away from traffic. Children also practise the fire drill so they know what to do in the event of a fire.

Children behave very well as the childminder has a consistent approach to

managing behaviour. Explanations are given as to why certain behaviour is not acceptable so children begin to understand that there are consequences to their behaviour. The childminder consistently praises and encourages children, therefore, they are building confidence and self-esteem. She is very kind, caring and enthusiastic. As a result, children feel safe and are happy as they learn and develop.

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	1

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	1
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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