

## Inspection report for early years provision

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<b>Unique reference number</b>	EY403976
<b>Inspection date</b>	11/06/2010
<b>Inspector</b>	Tina Kelly
<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 was registered in November 2009. She lives with her family in Croxley Green, Hertfordshire, within walking distance of parks, shops and schools. Care is provided on the ground floor of the bungalow, the converted loft space is not included in the registration. The property is accessed by two steps at the front door, the secure garden is also accessed with steps down to the patio and between the different levels of the garden. There are no pets.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of two children in the early years age range may attend at any one time with two additional older children between five and eight years of age. At the time of inspection one child in the early years age range was being cared for. She currently cares for two children in the early years age range with part-time arrangements. The childminder is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is good.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, enabling her to promote children's play and learning to a good level. All required documents are in place to keep children safe and for the smooth running of the setting. Children benefit from an inclusive setting where they are supported in their learning and play with a wide range of opportunities. Partnerships with parents, carers and other early years providers have been established, ensuring there is continuity of care between the early years settings where they attend. The childminder demonstrates a positive approach to improving outcomes for children. A process to evaluate her practice and to promote continuous improvements is being established.

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

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

- develop the process for self-evaluation to monitor practice and to promote outcomes for all children
- ensure plans show how starting points, observations and assessments are linked to the early learning goals and how these include planning for the next steps in the children's learning.

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

The childminder demonstrates a good understanding of her role in safeguarding children. She has the information from the Local Safeguarding Children Board

(LSCB) readily available alongside notes from the training session. She further ensures the safety of the children in her care as suitability checks have been carried out on all adult members of the household. Children are kept safe through well-managed supervision and effective risk assessments for both in the home and outings in the community. These identify and minimise hazards to all children. Children are encouraged to access a wide range of good quality toys that are stored around the home, this enables them to initiate and plan for their own play.

Well-managed policies and procedures underpin the childminder's care routines which ensure children's individual needs are recognised and met. Effective partnerships with parents have been established for the part-time care provided. The children's comprehensive Learning Journeys are shared with parents who are encouraged to make comments and share in their children's learning. The childminder promotes an inclusive setting; resources, activities and community events are used to promote the young children's understanding of the wider world, different cultures and festivals. The childminder is aware of the importance of building links with other early years settings where the children attend. This has been established and ensures a consistent approach to their learning and promotes the Early Years Foundation Stage effectively.

The childminder is involved in the local childminder network and welcomes advice and support from the early years development team. She is aware of the local support and training provided by the local authority. She is keen to develop training opportunities to promote and extend the provision for all children. However, she has not yet established a process to evaluate all aspects of her current practice to enable her to identify priorities to maximise improvements to her practice and the service she provides.

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

Children build secure relationships and settle well. They develop a warm and trusting relationship with their carer which contributes to them feeling safe and secure. Children have regular opportunities to develop their understanding of safety as this is incorporated within their play and through discussion. The childminder provides an inclusive setting to ensure all children and their families feel valued and respected. Resources reflect different cultures and family backgrounds. Children who have other home languages are supported with comfort words from home. The childminder enjoys taking time with the children to learn to count in their family language much to the delight of the children. Children develop a good understanding of how to contribute to their own health and safety. They are well supported as they learn about food that is good for you with healthy meals and snacks provided in line with the parents' wishes and children's individual needs and likes. Children behave well because the childminder sets clear boundaries that the children understand. They are learning to share and to take turns, the childminder reinforces this behaviour with appropriate praise.

Children make good progress in all areas of their development. They have many opportunities for both planned and spontaneous play as they have easy access to a

wide range of interesting resources. The childminder makes good use of the Early Years Foundation Stage in order to plan activities for each child's developmental stage. She keeps concise observations in the children's Learning Journeys which track the children's learning and the activities provided. However, the children's starting points are not fully identified which means the planning that is in place is not effective in identifying the next steps in the children's learning.

Children become engrossed in the well-planned growing activity. The childminder ensures all the part-time children can take part and watch the progress of the seedlings over several weeks. Children show great dexterity as they use child-sized garden tools to dig, fill and plant the seeds and seedlings in small flower pots. These are then put out in the garden. Later they transplant the seedlings into large tubs that are named so the children can watch their 'own' plants grow. A mixture of sunflowers, tomatoes and corn show children how different crops can be eaten and used. Many aspects of the early learning goals are covered in this one activity, children use their reasoning and numeracy skills to estimate the numbers of seeds and pots they need. Their language and understanding of the natural world is extended as they learn about how seeds grow into plants or produce they can eat. Children's learning is further supported with the use of books and stories around topics raised as part of the activity. Art activities are planned to complement the hands-on activity such as the making of large collage sunflowers to take home.

## 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>	2
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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

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