

## Inspection report for early years provision

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<b>Unique reference number</b>	123252
<b>Inspection date</b>	20/10/2010
<b>Inspector</b>	Sheila Harrison
<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 1993. She lives with her child aged 14 and adult daughter in Bricket Wood, a suburb of St. Albans. The whole ground floor of the childminder's house is used for childminding. Children have access to a bedroom upstairs for undisturbed sleep. There is an enclosed garden for outdoor play. The childminder walks to the local school to take and collect children. She attends the local toddler group and takes children to the park.

The childminder is registered to care for five children under eight years at any one time, and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are three children currently attending with varying attendance patterns within the early years age range.

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

Overall the quality of the provision is good.

The childminder provides a positive atmosphere with a welcoming environment. Children are happy, settled and making good progress in their learning and development. The childminder makes thorough observations of the children at play and the planning system for future achievements is in the early stage of development. There are strong relationships with parents who are clearly informed about their child's welfare and this helps recognise the uniqueness of each child. Children are kept safe and secure and benefit from the health and safety procedures. The childminder has secure relationships with other providers of the Early Years Foundation Stage. She has an accurate understanding of the strengths of her service and is proactive in extending her knowledge and skills.

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

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

- use the observations and assessments to identify learning priorities and match these observations to the expectations of the early learning goals
- develop further self-evaluation systems to continually assess all aspects of the provision.

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

Children's welfare is well managed due to the childminder's genuine commitment to safeguard children. She has received training and has the Local Safeguarding Children Board procedures easily to hand for reference. The childminder completes comprehensive records for the efficient management of the early years provision, including the assessment of risks in the home and on outings. The childminder checks the premises daily to ensure the safety of the premises and children learn

the house rules to keep themselves safe.

The childminder has highly positive and well-established relationships with parents. She has a good knowledge of each child's background and needs and ensures that these needs are met and parents are well informed. Children's achievements are confirmed through verbal discussions, photographs of the children at play and their learning journeys. This ensures there is a good two-way flow of information, knowledge and expertise. The childminder offers a long term commitment to the families. There are many touching testimonials from past and present parents and their children expressing their appreciation and thanks. The childminder provides an individualised service. She knows the children's likes and dislikes very well and their individual needs are recognised and acted upon. The childminder ensures the children's comfort and sleeping patterns are well catered for.

The childminder effectively promotes children's learning and development. Children have valuable opportunities to learn about the wider world and the community in which they live. They visit local toddler groups to enjoy art and craft activities and acknowledge festivals important to their families and the festivals of others. They observe the effects the weather has on their bodies on the daily trips to school. Children are happy as the childminder works to maintain a secure and settled environment. She prepares for the children's arrival by ensuring toys are readily available. Children come in, settle quickly and become involved in their play. The setting is amply resourced and the easily accessible toys and equipment allow the children to choose freely from a range made available by the childminder and this is conducive to their learning.

The childminder has established a positive vision for her service, stating that it is important to provide individual attention and a stimulating and exciting environment. She has a clear commitment to continuous professional development. The childminder has effectively addressed the recommendation from a previous inspection. She has undertaken a well-planned programme of ongoing learning opportunities to ensure her skills are consistently updated. This includes courses to develop a good understanding of the Early Years Foundation Stage and self-evaluation systems. The childminder is less confident in using the self-evaluation methods, although she accurately reflects on the strengths and weaknesses of her practice through training and support agencies.. She has sound links with other professionals. She works closely with a childminding group which organises art and messy play times, to ensure children have a range of exciting activities on a larger more active scale. The childminder has close relationships with other providers of the Early Years Foundation Stage and this aids continuity in the children's care and learning.

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

The childminder effectively promotes children's learning and development. She knows the children's strengths and interests very well. She undertakes regular, sensitive observations and accurate assessments of the child's development. The

childminder intuitively plans for the next steps in the children's development although she has yet to make use of the 'development matters' information within the Early Years Foundation Stage to plan future experiences. The childminder's calm approach and warm and playful interactions motivate young children well and help them to make progress. The childminder supports their interest in books very well. Children sit on her lap to follow the words as she points to the text with her finger. She encourages the children to talk about what they see in the pictures through open-ended questions. The childminder is aware of the children's learning style and supports the children to learn on a larger more active scale as they recognise letters and sounds as they spot words on large road signs and posters.

Children are naturally praised for their achievements and are confident to express their feelings. They competently choose to cut card and use the sticky tape to make rings and bracelets, delighting in their accomplishment. Children are given plenty of appropriate choices. They play turn-taking games and help to tidy away the musical instruments after a fun time singing number and action rhymes. Consequently, children are developing good habits and behaviour. Children take pleasure in visits to nearby groups and parks. They enjoy a trip to pick blackberries, coming back to make a crumble to take home to their parents.

The childminder is effective in supporting their good health and well-being. Children enjoy healthy and nutritious meals and snacks each day which offer variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for. There are secure infection control measures and the childminder encourages good hygiene practices. Parents are well informed of the childminder's sickness procedures. Children are learning to keep themselves safe as the childminder reminds them of the safe use of scissors.

## 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	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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