

Inspection report for early years provision

Unique reference number	158939
Inspection date	03/12/2010
Inspector	Vickie Halliwell
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).

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 1993. She lives with her husband and one adult child in Letchworth, Hertfordshire. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outdoor play. There are no access issues. The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding one child in this age group. She also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. There are currently no children on roll in this age group. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, family environment, and has a sound understanding of each child's individual needs. This ensures that most aspects of children's welfare and learning are promoted and that children feel safe and settled. Children enjoy a range of interesting learning experiences both inside the home and when visiting local amenities. Children make satisfactory progress towards the early learning goals. The childminder generally supports children's health and safety; however some weaknesses remain in written procedures. The childminder is committed to improving her practice and has fully implemented the recommendations from her last inspection.

What steps need to be taken to improve provision further?

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

- provide information to parents about the procedure to be followed would follow in the event of a parent failing to collect a child at the appointed time and in the event of a child going missing (Safeguarding and promoting children's welfare) 31/12/2010
- ensure that written parental permission is in place, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 17/12/2010

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

- develop further the use of the self-evaluation process as the basis of ongoing

- review of practice
- develop systems that involve parents regularly in the review of their child's progress and contribute to their child's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of child protection and the procedures to follow should a concern arise, which safeguards children's welfare. Additionally, all adults living within the household have undergone appropriate vetting procedures to ensure their suitability. The childminder undertakes suitable risk assessments of her home and for outings, which protects children from coming to harm. She takes steps to remove most hazards effectively, such as using stair gates to restrict access to the stairs. She is able to describe how she ensures children are safe on outings. Records and documentation are well organised. However, there are procedures such as missing and uncollected children policies which are not in place. Additionally, the childminder has not obtained written permission to seek emergency medical advice and or treatment. These are breaches of regulation.

Children enjoy playing in a dedicated play room and explore their environment confidently. They access a range of good quality toys and equipment to meet their developing needs and make independent choices from low level shelves and toy boxes.

The childminder gains information from the local development worker to support her in the delivery of the Early Years Foundation Stage. This helps her to keep up-to-date with current childcare issues. She seeks support and advice as she discusses best practice with other childminders and attends the local children's centre. This reflects her commitment to continually develop her knowledge and the provision; however, she has yet to begin a formal self-evaluation procedure. Recommendations raised at the last inspection have been suitably met. For example, the childminder now holds information about, and is familiar with, infectious notifiable diseases which help her to protect children's health.

The childminder has a positive approach to recognising and promoting children's individuality. Each child is valued for who they are and this approach effectively helps them in developing their self-identity and seeing how they fit into their world. Daily verbal exchange of information, text messages and photographs keep parents informed about their children's well-being. However, she has not yet established effective systems to monitor the effectiveness of her input or to share information about children's progress her planning for their future development. The childminder seeks information about children's individual needs through the completion of contracts and consent forms. This helps her reflect their home routines and interests within her provision. Parents receive the clearly written policies, which are in place, to inform them about the provision. Currently the childminder does not care for any children that attend other settings; however she is aware of the importance of making positive links to promote the integration of care and education.

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

Children are safe and secure and in their home from home environment. The childminder selects some resources and children have equal access to others, providing independent choices for them. They benefit from regular outings which provide further social opportunities. For example, they attend local toddler groups and Sure Start centre. The childminder interacts well with children as they play, gently encouraging them and prompting learning. For instance, she incorporates colour and number recognition in general play. A visit to the local farm to see the different animals gave children an interesting learning experience. During outings children are made aware of being safe. For instance, they learn to stop, look and listen for cars. Children learn about diversity and difference through their daily use and exposure to resources, including small world play, dolls and books. Children show interest as they play and are focussed on their activity, which develops concentration skills. For example, posting shapes into the shape sorter and turning buttons on and off to make the music play. Children thoroughly enjoy looking at and exploring books with the childminder, who introduces them to new words and encourages their attempts to pronounce them.

The childminder provides sufficient challenges for children in their overall development. She considers their ages, abilities and the weather conditions within the general routines. She is beginning to develop systems for planning, observation and assessment of children's development and use the information to plan children's next steps. Children behave well, show confidence and develop self-esteem. They behave well because the childminder ensures that they are well occupied. She supervises them appropriately and quickly intervenes and distracts young children if necessary. Children feel respected and listened to, because the childminder takes time to work out why they do things and shows that she understands and respects their feelings.

Children's good health is soundly promoted. They are encouraged to have a healthy lifestyle through regular walks and enjoyable physical play activities, such as to a local park where they are supported in climbing safely on appropriate play equipment. This helps them use up their energy while having fun. Children are supported to learn suitable personal hygiene routines. For instance, they are encouraged to wipe hands regularly after messy activities and before eating. Children enjoy a range of nutritious food for their snacks. This supplements the main meals brought in from home and makes sure children develop healthy habits and thrive. For example, they have snacks such as fresh fruit or raisins. Children have access to fresh drinking water throughout the day to ensure that they are hydrated.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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