

Inspection report for early years provision

Unique reference number	123712
Inspection date	17/12/2010
Inspector	Ann Cozzi
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 1998. She is registered to care for a maximum of six children under eight at anyone time, three of whom may be in the early years age group. The childminder has an exception to her registered numbers enabling her to care for four children in the early years age group for the children named on the variation request of 10 June 2010. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is currently caring for six children in the early year's age group.

The childminder lives with her partner and two children aged 11 and 13 years in a residential area of Bishop Stortford, Hertfordshire. The whole of the premises, managed by the childminder, are used for minding and there is a fully enclosed garden available for outside play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's well developed knowledge of each child's needs ensures that she effectively promotes their welfare and learning. Children are safe and secure in this setting and have opportunities to learn about their local area and the wider world. Partnerships with parents are effective in making sure that the needs of all children are met, along with any additional support needs. Partnerships with other settings are satisfactory. This means that children progress well given their age, ability and starting points. The childminder undertakes reflective practice to identify priorities for improvement which ensures the provision is responsive to all user needs.

What steps need to be taken to improve provision further?

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

- re-appraise written risk assessments to ensure that they cover anything with which a child may come into contact
- develop further continuity and coherence of learning opportunities by sharing relevant information with other settings the children attend
- develop further the current system of assessment to ensure that planning is consistently based on children's next steps for learning linked to the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has undertaken safeguarding training and demonstrates a clear understanding of how to make a referral should she have a child protection concern. There are secure safeguarding systems which are implemented in

practice. These include policies and procedures which support the day-to-day management of the provision. Written risk assessments are in place, although the childminder has omitted to include some areas of her home. This does not ensure that risk assessments are entirely effective. All other required records, contracts and permission forms are in place and well maintained. This includes a record of children's hours of attendance which ensures that the childminder is able to safely account for all children in her care at any time. The childminder is able to provide suitable care for children in the event of an emergency. This is because she has an up to date paediatric first-aid qualification in place. There are a wide range of good quality resources available to children. The childminder ensures that space and activities are organised to support the developing independent skills of children attending.

Partnerships with parents are promoted by the sharing of relevant information. This enables the childminder to provide continuity of care as children move between their home and hers. Arrangements for working in partnership with other providers of care and education are developing. This has the potential to impact on the childminders ability to fully promote continuity of learning. The childminder promotes equality and diversity; promoting inclusion, respecting backgrounds and introducing children to different cultural backgrounds and experiences. For example, she helps to support children's growing awareness of others in the wider world. There is no bias in her practice in relation to gender, race or disability. The childminder reflects on her provision, for example, she seeks the views of parents and children both verbally and with the use of questionnaires. She regularly shares best practice with other local childminders and records information about her strengths and identified areas for improvement. This information is assessed and used as a development tool, in order to promote priorities for improvement that will lead to the continuous development of her provision. The childminder strives to ensure her provision is sustainable.

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

Children are supported to make good progress towards the six early learning goals. The childminder undertakes observation and assessment of each child and subsequently plans an interesting and exciting range of learning opportunities. However, she does not currently ensure that planning is consistently based on children's next steps for learning linked to the early learning goals in the Practice Guidance for the Early Years Foundation Stage.

Children are happy and secure in the childminders care. They eagerly take part in activities, making independent choices and decisions about what they would like to do next. Children are encouraged to make good progress in communication, literacy, numeracy and skills relating to information and communication technology. For example, as they play with programmable toys they take pleasure in making a wide variety of sounds. They discover that, depending on which button they press, the toy makes a different noise. They demonstrate self-confidence within their relationships as they express themselves through physical actions. For

instance, they have fun repeatedly pressing the same button to seek the attention of the childminder. Their independence and physical development is encouraged as they begin to use tools for a particular purpose. For example, they carefully and skilfully scoop a spoonful of water out of a cup and tip it carefully into a bowl of cornflour. Children are encouraged to use their senses as they feel the cornflour powder and see the changes which take place when water is added. When taking part in creative development children recreate real or imagined experiences as they, for example, walk a small-world play cow through pretend snow.

Children learn about safety through the daily routines. For example, they discuss fire safety through topic work and learn about road safety whilst out and about in the local community with the childminder. Children demonstrate that they feel safe and secure in the care of the childminder as they seek her out for comfort, cuddles and to join in with their games. Children's understanding of how to behave and care for their environment is supported well by the childminder. They are provided with learning opportunities which promote their awareness about healthy lifestyles. For example, they adopt good personal hygiene routines and develop their understanding about importance of healthy eating through discussion. Children enjoy a wide range of physical activities, both indoors and when outside, developing their understanding about the importance of regular exercise. Children are able to rest or be active according to their individual needs.

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

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

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	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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