

Inspection report for early years provision

Unique reference number	EY363401
Inspection date	17/01/2011
Inspector	Anne Archer
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 2007. She lives with her partner in a first floor flat in Abbots Langley, near Watford in Hertfordshire. Children have access to the main lounge and hallway for play space. They do not generally use the bedrooms other than to sleep. There is a fully enclosed communal garden for outside play; there are no pets. The childminder holds a Nursery Nurse qualification and has experience in working in a full day care nursery and as a nanny. She is a member of the National Childminding Association (NCMA). The childminder is registered for a maximum of four children, at the time of the inspection one child aged four years was being cared for.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe and enjoy their time with the childminder. She recognises the uniqueness of each child and works with parents to meet their welfare needs. However, she has not yet developed systems to ensure the two-way flow of information between parents is fully effective to help ensure children are making progress in their learning and development. The childminder has started to evaluate her practice and is aware of her strengths and areas to develop although these are yet to be fully clarified.

What steps need to be taken to improve provision further?

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

- further develop knowledge of childrens' starting points, use this information to plan the next steps in learning and encourage parents to contribute to their childrens' learning records
- update the record of risk assessment to include any assessments of risks for outings including walking or driving to and from schools
- develop further the culture of reflective practice so that it identifies the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a calming manner and uses her experience as a nanny to ensure children gain a sound sense of security. She uses the local children's centre to positively support children's care and learning. Children are effectively safeguarded as the childminder ensures her knowledge is up-to-date. All documentation to support her in this is easily available and procedures to protect children such as the need to report and record any concerns are well known. The childminder takes some positive steps to ensure children are safe, such as the

completion of risk assessments for the home area. Outings including walking to and from school are assessed for any potential hazards so that children are safe at all times. However, documentation to support this is yet to be developed. All other required records are satisfactorily maintained. The childminder has a range of helpful leaflets, written policies and procedures. These are reviewed regularly and copies are provided to parents so that they are aware of her childcare practices.

The childminder has close partnerships with parents and carers and her contribution to their children's welfare is valued. They share relevant information about children's individual needs and some interests are informally discussed on entry. The childminder carries out some assessment of children's learning although this is not yet linked to their starting points and the next steps in their learning. She has recently started completing learning journals for each child showing activities the children have participated in. However, these are yet to be shared with parents so that during the children's stay with the childminder, they can be fully involved in their children's learning and development. The childminder is aware of the need to form effective links with other providers who share the care and learning of some of her children. The self-evaluation process is in the early stages of development and some areas to develop have been identified. The childminder is in the process of looking at ways to improve, particularly with regard to assessing and planning. She has appropriately addressed the previous recommendation to increase resources so that children can learn about the wider world. She attends regular training and has booked onto short courses such as supporting speech and language and working with parents to develop her knowledge and skills in order to improve outcomes for children in her provision.

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

Children are relaxed and make themselves at home. They understand the routines and expectations. They clearly enjoy their time with the childminder who is attentive to their needs. She joins in with their play taking a positive interest in what they say and do. However, further potential learning is sometimes interrupted by the background noise of the television showing a popular children's channel. The childminder has an appropriate understanding of the Early Years Foundation Stage requirements. Observations are undertaken and learning journals reflect activities the children have participated in such as painting, drawing and the creation of calendars.

Children play happily with their friends and independently. They show good coordination skills as they construct a complex train track. Children become absorbed and concentrate well at activities. They freely request resources and have fun dressing and undressing dolls. The childminder continually talks to the children about what they are doing which supports their language development. They learn important social skills such as sharing and taking turns while playing games together and when attending age-appropriate group sessions. Visits to the library further supports children's early literacy, and books are well chosen so that

children are interested and engaged. The books are used effectively to help children understand the world around them. The childminder builds good relationships with the children so that they feel secure and confident. She is calm and caring and has appropriate strategies for managing any unacceptable behaviour.

Children learn how to keep themselves safe indoors and out. They learn to cross roads carefully and are aware of the need to stay close to the childminder when on outings. They enjoy physical play in the communal garden, parks and at an indoor soft play venue. They also enjoy the regular visits to the children's centre and enjoy taking part in activities such as music to movement and imaginative play. During this time they delight in exploring sensory play resources such as foam, pasta and sand.

Children's health is promoted by ensuring that the environment is kept clean and hygienic. Consistent routines help prevent the spread of infection. The childminder works closely with parents to ensure that children have a healthy diet and plenty of drinks. Mealtimes are social events when good manners are encouraged. They have daily opportunities to enjoy fresh air and exercise as they regularly walk to and from school.

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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