

Inspection report for early years provision

Unique reference number	EY383827
Inspection date	13/01/2011
Inspector	Lynn Clements
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 2008. She is registered to care for a maximum of three children under eight at anyone time. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group.

The applicant lives with her husband and three children aged eight, six and five years. They live in a residential area of Buntingford, Hertfordshire. The whole of the premises, managed by the childminder, are used for childminding 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 has a clear knowledge of each child's needs and starting points which enables her to successfully promote their welfare and learning. Children enjoy learning about the wider world and are safe and secure in the childminder's friendly family home. Partnerships with other settings and the local school are well established. Partnerships with parents are a key strength and significant in providing excellent continuity of care, meeting the needs of all children, along with any additional support needs. Regular self-evaluation makes sure that priorities for development are identified and acted on and enables the childminder to respond to all user needs.

What steps need to be taken to improve provision further?

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

- ensure that all risk assessments include by whom they have been checked (Premises, environment and equipment). 27/01/2011

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

- develop further the current system of assessment to ensure that children's next steps for learning are clearly linked to the Practice Guidance for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children and how to make a referral should she have a child protection concern. She is fully aware of

the need for Criminal Record Bureau checks in order to protect children's welfare. The childminder has undertaken all training required by legislation. She has devised a range of useful policies and procedures which reflect her setting and are shared with parents. Implementing policies and procedures makes sure that the childminder's setting runs smoothly. Safety is of paramount importance. For example, the childminder has safety equipment in place, such as fire blankets, smoke alarms and stairgates ensuring that the children are safe and secure in her home. The childminder has a wide range of relevant risk assessments in order to minimise potential hazards. Whilst these are dated and reviewed regularly they do not state by whom they have been completed which is a requirement of the Statutory Framework for the Early Years Foundation Stage. All records and documentation required by legislation is in place and maintained well.

The organisation of the childminder's home fully supports free flow play and investigation and is further enhanced by the good provision of child height storage. This enables the children to make their own selections and decisions about the toys they are interested in playing with and exploring. There is no bias in the childminder's practice in relation to gender, race or disability and she strives to make sure that her setting is inclusive. Partnerships with other agencies are established and support the childminder in her role. For example, links with the local children's centre enables her to talk about and remain up to date with changes in early years practice. Partnerships with parents and carers are excellent. The childminder provides clear and detailed information about their child's well-being and progress and in turn they have daily opportunities to share about the learning that takes place at home. This information is critical for the childminder helping her to support each child and build on what they know and can do. Parents report that she is very supportive and attentive providing a wealth of stimulating activities which are developmentally appropriate and include taking children out and about. Parents feel that the childminder's home is secure and well organised and the feedback they receive at the end of each day is comprehensive.

Regular self-evaluation effectively supports the childminder in identifying her strengths and areas for further development. She is pro-active in seeking the views of the parents, analysing these and developing her setting to respond to user needs and ensuring that she maintains continuous improvement. The childminder strives to ensure that her setting remains sustainable.

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

The childminder has a clear understanding about how young children learn through free flow play and investigation. She makes regular observations of each child then identifies their next steps for learning and links this to future planning. There is currently a minor weakness with regard to ensuring that children's identified next steps for learning are clearly linked to the Practice Guidance for the Early Years Foundation Stage. The childminder uses a good range of teaching methods with the children. For example, intonation, open questions, audio clues and time for them to think through and share their ideas.

Children enjoy learning about the wider world as they take trips out and about, visiting local groups. These visits provide good opportunities for the children to socialise with others and learn about the world on their door step. In addition, they are also able to explore a range of apparatus on a larger scale than is possible in the childminder's house. These opportunities enable the children to develop their physical skills, such as hand-eye co-ordination and balance. Children enjoy solving problems, for example, working out how to hold and look through binoculars. They play independently or with each other and the childminder. They explore positional language during small world play as they talk with the childminder about being on the roof or inside the house. Children develop a love of books and sharing stories. They sit cuddled up and use the pictures as clues to the text. Children are confident communicators, sharing their ideas and joining in both adult-led and their own initiated learning. Children's behaviour is good and they show kindness and care towards each other. For example, children put their arm around the baby and show them what buttons to press on the battery operated activity centre. The childminder uses plenty of positive praise and encouragement helping children to develop their self-esteem and confidence. Children of differing ages are able to access toys and resources independently and the childminder adapts activities so that all children can take part. Children make good progress and are fully supported by the childminder to develop the skills they need for later learning.

The childminder makes sure that the children have plenty of choice with regards to healthy eating. They enjoy fresh foods from around the world. The childminder shares relevant information with parents and carers prior to placement and this enables her to devise a menu that meets children's dietary needs and respects parent and carer wishes. Children are fully supported to develop good hygiene practices as they wash their hands at pertinent times. Clear nappy changing procedures are in place which prevents the spread of infection. Children learn about keeping themselves safe, for example, practising road safety whilst out and about or learning about fire evacuation procedures in the childminder's home. As they play children talk to the childminder about safety, for instance, during small world play children talk about making sure that the bath water is not too hot or that the toy builder needs his hard hat when working, so that his head is protected. The good quality interaction and well organised routines help babies and very young children to become secure and confident in the childminder's setting. All 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	2
The effectiveness of the setting's engagement with parents and carers	1

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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