

Inspection report for early years provision

Unique reference number	496676
Inspection date	22/03/2011
Inspector	Diane Ashplant
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001. She lives with her husband in Hemel Hempstead, Hertfordshire. The whole of the house, except the master bedroom, is used for childminding purposes. There is a fully enclosed garden for outside play. The family have a pet tortoise.

The childminder is registered to care for a maximum of six children at any one time and is currently minding a total of four children, all in the early years age range. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to the local school and nursery to take and collect children and attends different early years groups.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very welcoming and stimulating environment for young children where their care, learning and development are very well supported. The childminder ensures children's individual needs are well met and that all practice is inclusive. She shows a good commitment to continuous improvement through training and has systems in place to reflect on her practice. Most of the required documentation to support the safe and efficient management of the setting is in place. Partnership with parents is excellent and there are good links with others in most areas to support outcomes for children.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of the review and any action taken following a review or incident (Documentation) 22/04/2011
- obtain prior written permission from parents before any medication is given (Safeguarding and promoting children's welfare). 22/04/2011

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

- ensure that for each outing a full risk assessment is carried out
- develop further a regular two-way flow of information between other providers (for example, where the childminder regularly collects the child

from nursery).

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding of her role and responsibilities for protecting children from possible harm or neglect and how to pass on concerns appropriately. She has attended training in this area to heighten her awareness. She maintains a safe and secure environment and is alert to all possible risks and has appropriate procedures to further safeguard children's welfare, such as, safe collection. However, there is no record of the risk assessment which is routinely updated as is required nor does it include outings, which may mean that not all hazards are identified to protect children's safety. The childminder is fully aware that all adults around children must either be fully supervised or appropriately checked. Most of the documentation is in place to support the safe and efficient management of the setting and is mainly up-to-date, although written consent from parents is not taken prior to medication being given which may compromise children's welfare. The childminder has a good commitment to continuous improvement through training. She carries out reflective practice as part of her current degree course and also continually liaises with parents to seek their views.

Children are fully included in this setting, where they move freely between rooms on the ground floor and into the outdoor play area and have easy access to a wide range of different resources to promote independent choices. The childminder gets to know the children very well and provides an environment where their individual characters are cherished and their individual needs well supported. She has had some previous experience of caring for children with more specific needs and demonstrates a positive attitude to inclusion and the importance of close liaison with parents and other professionals to support all children.

Partnership with parents is a great strength of this setting and the childminder shows a genuine commitment to working closely to support children in their transition. Information is shared in a variety of ways including daily discussion, lots of displays around the house and the use of a daily diary and newsletters. Parents are free to borrow any resources from her toy library and are invited to birthday parties and special events on 'the green'. They are encouraged to look at and comment on children's learning journeys and proudly take home scrapbooks full of their work. The childminder is part of the local childminding network who meet regularly to discuss childcare issues and share practice although links with other settings where children also attend are not yet established to fully support children's development.

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

Children are very happy and well occupied in this setting where they make warm and positive relationships with the childminder who supports their learning and

development in a very stimulating and enthusiastic manner. Children learn about safety as they move confidently around the downstairs rooms and respond well to small reminders, such as, holding on to the banister while walking downstairs. They learn about safe walking practices and have special days when they focus on stranger danger and the green cross code in their play. They enjoy nutritious and well balanced meals and healthy snacks and have regular access to drinks as all times. They carry out daily routines to promote their health, such as, washing hands with their individual towels, which they can identify, as they know that this stops the germs which make them unwell. Children have lots of play in the fresh air all year round as the childminder fully recognises the benefits of outdoor play whether in the garden or the local park. Children can free flow easily between inside and a covered and spacious outdoor area. Children's behaviour is good as they follow the clear example of the childminder to be respectful and friendly to each other, help in small tasks like tidying away and know that 'kind friends care, kind friends share'. They are developing an awareness of the local community and the wider world as they join with the neighbours during special events on the 'green', go to local restaurants or visit the park and the pet shop. They enjoy play activities around different celebrations like Easter and Halloween and learn about customs from different cultures.

The childminder is committed to providing real and exciting experiences for the children in her care and instinctively uses children's own choices to develop their interests and curiosity through her own infectious enthusiasm combined with suggestions and prompts. There is an excellent balance of child initiated play and adult involvement and the children are very confident in playing on their own or with companions. Children benefit from a bright and attractive learning environment with lots of lights and music in the background and have a wide range of resources to support all areas of learning. The daily use of the outdoor classroom is a great bonus. Here, children engage in different activities of their choice or wonder at nature as they help to move an ant on to the plant and watch with fixed attention as they see a spider under the stone. Children have lots of opportunities to develop their imagination through role playing with small world figures, mimicking adult roles as they play as hairdressers. They construct with bricks, work out shapes for puzzles and shape sorters and reinforce their developing use of numbers and colours throughout the daily routine. Children have lots of natural materials to feel and touch, they look at their faces in the mirror or develop their creativity through dance and music or a wide range of exciting craft activities, such as, making faces in the sand or snow or sponge painting rainbows. They have access to a wide range of books and develop their language as they join in songs and nursery rhymes or engage in lots of conversation with the childminder. The childminder skilfully plans around children's interests, such as, using a story about the moon to lead to making a space ship with boxes and tin foil. Children learn to wonder at nature as they plant and harvest different vegetables, fill up the bird feeders and watch for fish and frogs in the pond.

The childminder is alert to children's individual needs and preferences and strives to support their unique characters. She has very effective systems of observing and recording their progress which she captures through many photos and examples of their work. These are carefully evaluated so she can identify their progress and knows how to plan for their next steps. All are incorporated into their

learning journeys and scrapbooks for parents which capture their time and progress at the childminder's and which parents can treasure for years to come.

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	1
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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 22/04/2011
- take action as specified in the early years section of the report (Records to be kept). 22/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 22/04/2011
- take action as specified in the early years section of the report (Records to be kept). 22/04/2011