

Inspection report for early years provision

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Inspection date	23/03/2011
Inspector	Jacqueline Nation
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 2001. She lives with her husband, three adult children and four children aged, 15, 14, 13 and 11 years. They live in the Cheshunt area of Hertfordshire. The premises are within walking distance of a school, park and library. The whole of the property is used for childminding. The family have a pet cat.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for a maximum of six children at any one time. There are currently three children on roll, one of whom is within the early years age range.

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.

Children thrive in this welcoming family home. The childminder provides many good opportunities for children to learn and develop in the Early Years Foundation Stage. This ensures children make good progress towards the early learning goals. All children are welcomed and supported by the childminder who appreciates their uniqueness and individuality. Effective partnerships with parents ensure children's individual needs are met and their protection assured. The childminder is reflective and intuitive, and although she has yet to develop a formal self-evaluation system, she is dedicated to improving the quality of her service and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems to involve parents in practical ways to be involved in contributing to their child's learning journal
- develop further the quality improvement system to monitor and evaluate the strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good priority because the childminder is fully aware of her duty to protect children in her care. She has a good understanding of the possible signs and symptoms of abuse and shares her written safeguarding policy with parents. Children play in a safe and well-organised environment. The childminder is vigilant; she supervises the children well, and has conducted a risk assessment

of the premises and for outings. All of the required documentation is in place, maintained effectively and stored to ensure confidentiality. The childminder has the appropriate fire detection and control equipment in place. She maintains a record of fire drills practised with the children, any problems encountered, and how they were resolved. The childminder has a range of written policies and procedures which underpin her practice and are shared with parents.

Children benefit by being cared for by an experienced childminder who is very committed to all the children in her care. They are happy and relaxed as the childminder offers warm and affectionate care that supports their welfare and learning very well. The childminder makes good use of her home and resources to enable children to take part in a variety of enjoyable activities based around their interests and play preferences. The childminder demonstrates a welcoming attitude to inclusion and children's individual needs are well considered because she understands and values their unique personalities. Children are developing a good understanding of diversity. The childminder uses discussions, books and positive images resources to help children develop an understanding of differences within society. She offers children a wealth of experiences in the home and wider community. Festivals, such as, Chinese New Year, are explored in a meaningful way to help children's understanding of different celebrations.

The childminder has established strong and effective partnership with parents and there is a good two-way flow of information, knowledge and expertise. Good procedures are in place to support the settling in process and information is recorded about children's individual routines at the admission stage. The childminder has daily conversations with parents which helps to keep them well-informed about their child's care routines and achievements. The childminder recognises the importance of developing effective links with other agencies and providers of the Early Years Foundation Stage, for example, the local school, nursery and children's centre to make sure children's continuity of care and learning is successful.

The childminder is committed to improving her practice. She has addressed the recommendation set at her previous inspection and local safeguarding procedures are available in her portfolio. Whilst the childminder has yet to develop a formal self-evaluation system she constantly reflects on her practice, and appraises her provision in light of new knowledge and feedback from parents and children.

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

Children achieve well and make good progress within the Early Years Foundation Stage. The childminder has a secure understanding of the framework and plans a wide range of activities and experiences for all children. Her warm approach and playful interactions motivate young children and help them enjoy their learning. Planning and assessment systems are in place and the childminder monitors children's progress across the six areas of learning towards the early learning goals. She uses the information gained from her observations to successfully plan the next steps in children's learning based on their interests and play preferences.

Children's individual learning journals are regularly shared with parents and give a good overview of their child's progress and achievements. However, systems are not yet fully established to enable them to contribute to their child's learning journal, including observations made at home.

Children's personal, social and emotional development is fostered well. Children behave well, responding to the calm, patient childminder and friendly atmosphere within the home. A strong emphasis is placed on building good relationships, social skills and good manners. Children are encouraged to develop their independence skills, for example, the childminder supports them in making their own sandwich at snack time. Children are given time and space to follow their own interests, which helps them develop a positive disposition to learn. Children's emerging language skills are fostered very effectively. They enjoy visits to the library for story time and love singing action songs. Children have good opportunities to practise their mark making skills using resources, such as, paint, corn flour play and play dough. Children are enthusiastic, motivated learners who display curiosity whilst playing. For example, children pretend to blow out candles on a birthday cake and share the cake out with a number of soft toy bugs sitting around the table. There is good use of role play and children are keen to take part. Children use hair brushes and hairdryers to style the childminder's hair, they offer her a mirror to see the end result and are keen to take their turn in the chair. Children are supported in developing their problem solving and numeracy skills through a broad range of contexts. They play counting, matching and sorting games, complete puzzles and enjoy constructing with a range of building bricks. The childminder makes good use of the local environment with visits to a soft play activity centre and parks which help children to develop their physical skills and confidence. Children use a wide range of electronic learning resources to help them to develop an understanding of technology. Overall, children have good opportunities to develop skills to support their future learning.

Children show they feel safe within the childminder's home. This is supported by high quality interactions and the exemplary organisation of routines which help younger children to gain an exceptionally strong sense of security. The childminder gives children opportunities to express themselves and she listens thoughtfully to them as they speak. Children are supported in learning good behaviours through the childminder's calm and consistent approach to behaviour management. They are encouraged to share, consider what they do and say to each other, and be kind to each other. The childminder praises children in their achievements and her aim is to build their self-esteem and help them feel good about themselves. Children's health and well-being is given good consideration as the childminder has well-organised documentation, policies and procedures in place. Good attention is given to preventing the spread of infection; the premises are clean, there are effective procedures for hand washing at appropriate times and the exclusion of sick children. Children eat well and healthily. The childminder provides a range of home cooked nutritious meals and snacks which children enjoy. She encourages them to drink plenty of fluids through the day to keep them 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?	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	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	1
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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