

Inspection report for early years provision

Unique reference number	EY294077
Inspection date	04/04/2011
Inspector	Jo Rowley
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2004. He lives with his wife and three children aged 10, 11 and 13 in St Alban's, Hertfordshire, close to shops, parks, schools and public transport links. The whole of the downstairs and two upstairs bedrooms of the childminder's house are used for childminding and children have access to a fully enclosed garden for outside play. The family has a cat.

The childminder works with his wife, who is also a registered childminder, and they provide care on each weekday all year round. The childminder is registered on the Early Years Register to care for a maximum of three children in the early years age range when working alone or six when working together with his wife. Together the childminders are currently minding eight children in the Early Years age group. The childminder also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses his clear understanding of the Early Years Foundation Stage and his knowledge of each child to ensure that their individual needs are consistently met. The childminder works closely with his wife, who is also a registered childminder, and together their welcoming approach to working with parents enables them to feel secure in exchanging information about their children, supporting and promoting children's consistent care. The childminder has good procedures in place for self-evaluation, for example, he seeks parental feedback from regular discussion and questionnaires and uses these to build a picture of his practice and implement any improvements needed. Therefore, he maintains a service which is responsive to the needs of the children and their families.

What steps need to be taken to improve provision further?

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

- request written parental permission for seeking emergency medical advice or treatment (safeguarding and promoting children's welfare) 04/05/2011
- carry out a risk assessment for each type of outing that children take part in (safeguarding and promoting children's welfare). 04/05/2011

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

- increase opportunities for children to make independent choices about their

play and ensure that the areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from the risk of abuse or neglect as the childminder and his co-worker have completed additional safeguarding training. The childminder also has a written policy in place which includes the procedure to be followed if a child is lost or uncollected while in his care. The childminder is aware of his role and responsibility in referring concerns regarding children's welfare and uses an incident book for recording concerns confidentially. Children are cared for in a safe and secure environment as a detailed risk assessment is carried out on the areas of the home used by children on a daily basis. However, risk assessments are not carried out for each type of outing that children take part in and this potentially affects their safety. The childminder has written policies and procedures in place which cover many aspects of the service he and his co-worker provide and these are shared with parents, promoting consistency. The childminder ensures that children are offered a range of activities which are suitable for their ages and stages of development. However, because most resources are stored out of children's reach, opportunities for them to self-select are limited and this means that children are not always encouraged in being independent or creating their own play.

The childminder exchanges information with parents on a daily basis through informative daily diaries as well as discussing the children's progress with parents during drop-off and collection times. All parents are encouraged to share details about their children's development including, for example, any changes to their behaviour or diet. The childminder has built successful links with staff at the local pre-school. For example, they share topic information in order for the childminder to extend the children's learning at his setting. Children are encouraged to share resources and practice turn taking as they play. They are developing an understanding of each other's needs through effective praise and encouragement. The childminder provides some good resources which reflect the world around us, such as puzzles and small world figures, and children are encouraged to respect each other. The childminder has procedures in place for effective self-evaluation and he seeks regular parental feedback through questionnaires, which help him and his co-worker to look at different ways that outcomes for children can be promoted.

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

Children are settled in the childminder and his co-worker's care and generally enjoy themselves. Together the childminder and his co-worker regularly observe children as they play and learning journeys are used to demonstrate how children have progressed. Written observations clearly show that children are taking part in a range of activities and the next steps in their learning are clearly seen.

Assessments are used to highlight children's progress and these are regularly dated to identify actual progress. However, the planning of activities is not in place and therefore the day-to-day running of the setting does not effectively incorporate the six areas of learning. This means that children are not fully developing in all areas of their learning, although there is some structure to their day with the flexible routine that the childminder and co-worker follow. Children use the garden area regularly for outside play and they use different resources that promote their physical development. An example of this is when children enjoy the different ride-on toys. They each take turns on the scooters and bikes and clearly enjoy spending time in the outside area. The childminder involves himself in the children's play by asking questions to extend their learning, for example, he asks one child what the peddles are used for. Outings to the park help children to develop their spatial awareness while learning about the community and the wider world around them.

Children learn to keep themselves safe as the childminder talks to them about issues such as road safety, and the emergency evacuation drill is practised on a regular basis so that children learn what to do in the event of a fire or emergency. Children have developed warm and trusting relationships with the childminder and therefore feel safe in the setting. They are learning to be independent and forming relationships and friendships with others, developing their skills for their future. Children are encouraged to be creative and experiment using different media, such as the building blocks animal set. They are encouraged to discuss the different animals in the zoo and the sounds they make, and are able to choose which area of the zoo they think the animals live in. The childminder praises the children for their efforts and this promotes their self-confidence. During day-to-day activities the children are learning to play together. They socialise with their friends at the setting and the childminder and his co-worker gently, though consistently, remind them about sharing resources.

Children's health is mostly promoted as they have good opportunities for fresh air and good hygiene procedures are in place to prevent the risk of infection. For example, children are encouraged to wash their hands before and after meal times. However, written parental permission for the seeking of emergency medical treatment or advice is not requested and this potentially affects children's well-being. Children's drinks are easily accessible for them and although the childminder and his co-worker do not provide meals for the children, they demonstrate a good awareness of the children's dietary and specific needs, with reference to allergies.

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	3
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	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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