

Inspection report for early years provision

Unique reference number	495312
Inspection date	16/02/2011
Inspector	Karen Molloy
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

Miss Kerrigan has been a registered childminder since April 2001. She lives with her partner and two daughters, aged eight and twelve years. They live in a terraced house in Welwyn Garden City. The house is within walking distance to the local schools, shops, parks, and other local amenities. The whole of the ground floor is used for childminding, which comprises of the kitchen/dinner and sitting room. The upstairs rooms used are the bathroom and one of the bedrooms which is used for sleep purposes. There is a fully enclosed garden available for outdoor play.

The childminder currently cares for four children aged from 18 months to 4 years. There was one minded child plus her own present at the time of the inspection.

The family have two pet cats.

The childminder is a member of the National Childminding Association and she has an NNEB qualification. She regularly attends local toddler groups with the children; one of these is a childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. Observation and assessment systems are in place and the childminder continues to develop how she uses this information to plan ahead for each child. The childminder promotes an inclusive, healthy and safe environment where she responds to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Children benefit from the effective partnership with parents and other providers of the Early Years Foundation stage. A portfolio of information contains almost all the required documents to support the smooth running of the childminding arrangements. The childminder is beginning to reflect on her own practice and is proactive in developing her knowledge and skills in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health).
- 23/05/2011

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

- develop observations to inform planning, in order to plan children's next steps in learning

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her role in safeguarding children. Suitability checks have been carried out on household members and the childminder has previously attended safeguarding training. Information with regard to the Local Safeguarding Children Board is in place and readily available to parents. However, on occasion prior written consent is not always sought for each and every medicine that children may need. Therefore, this requirement is not fully met, although there has been no impact on children's health. Children are kept safe through well-managed supervision and effective risk assessments for all areas inside and out of the home, are in place. These identify and minimize hazards for all children. Well-organised policies and procedures underpin the good quality care offered. All these factors contribute to the childminder safeguarding children effectively.

The childminder promotes a welcoming and inclusive setting; resources and activities are used to promote the young children's understanding of the wider world and different cultures. Children are confident in accessing the good range of toys and resources, both indoors and outside. Many are stored at low-level around the home and resources are regularly rotated to provide additional choices. The childminder knows the children well. She is aware of their different interests and stages of development and adapts and extends their routines and opportunities in line with their individual needs. The childminder has sound strategies in place to care for children with special educational needs and/or disabilities.

The childminder has begun to reflect on her practice. Although she has not completed any formal self-evaluation process, she recognises the strengths of the setting and has identified areas for improvement, such as planning. Questionnaires are given to parents, who feedback positively. The childminder is committed to improvement. She holds a recognised childcare qualification and attends further training to update her skills and knowledge. She is receptive to support from the local development worker as well as the childminding support officer, where she can seek advice and make use of opportunities to share good practice. This helps her to identify the strengths, weaknesses and overall quality of her service. Since the last inspection, the childminder has developed the systems for emergency evacuation by implementing a fire plan policy and recording fire drills. All other appropriate fire safety equipment including smoke alarms, a fire blanket and carbon monoxide detector are in place. This contributes to children's overall safety. A second recommendation means the complaints policy and procedure ensures parents are well informed and up-to-date with current practice.

The childminder has developed strong and effective partnerships with parents and there is a good two-way flow of information, knowledge and expertise. She ensures that the needs of all children are met and that parents are well informed. Detailed and useful information is gathered when children first start through an 'All

about me' format which asks about children's personality, likes, dislikes, interests and routines. This enables the childminder to meet their individual needs effectively and ensure that everyone is fully included. A child-development profile enables children's progress and achievements to be shared with parents and the Early Years Foundations Stage is explained to them. The childminder is also developing good partnerships with other providers delivering the Early Years Foundation Stage. For example, the local nursery nurse keeps the childminder informed so she can extend the child's learning in her home setting. This link with other providers promotes progression and continuity for children's learning and development.

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

Children are cared for in a warm and welcoming environment. The childminder has a good understanding of how young children learn and this enables her to provide a wide and interesting range of experiences and activities to support their learning and development. Consequently, they make good progress. She has a sound knowledge of the Early Years Foundation Stage and continues to develop her observation, assessment and planning systems to ensure they work together so she can effectively plan ahead for children's next steps in learning. Children's interests, stages of development and mood are taken into consideration when planning and this ensures they are equally supported and challenged.

Children develop secure and trusting relationships with the childminder who is on hand to support them. She is skilled at promoting positive attitudes to learning and, as a result, children's confidence and independence is promoted well. Children learn to manage their self-care, for example, to put their coats and shoes on and do their zip. The childminder makes sure that there is time for them to practise and master these skills, whilst acknowledging these big achievements. Children develop good social skills as they learn to play cooperatively at the childminder's home. They socialise with adults and their peers as they visit local groups. This also gives them a knowledge and understanding of their local community.

Children's physical skills are promoted as they use an interesting range of equipment such as bikes and scooters, roller skates, skittles and footballs. This supports their fine and large motor skills and encourages them to practise new skills. Everyday activities and games such as 'Snakes and Ladders' help children's problem solving and numeracy development. They learn mathematical language as they are supported by the childminder to 'build a very tall tower to reach the ceiling!' Children participate in seasonal activities such as Easter, pancake day and Valentines day, which encourages their creative skills and develops their knowledge and understanding of the wider world.

The childminder is effective in supporting children's good health and wellbeing. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for and children have easy access to drinks throughout the day. Children benefit from regular opportunities for fresh air and exercise. They play in the garden and walk to local schools and the park. They are

learning to keep themselves safe whilst out and about, as the childminder teaches them about 'stranger danger' and road safety. Children demonstrate a good understanding as they say 'we look, don't just go as you might get run over' and know to 'wait until it's clear'. They are becoming aware of their own safety indoors though good practice and are familiar with the sensible rules, such as not standing on furniture. Children learn to be aware and considerate of others. For example, they know that certain resources must be put away as 'x might chew them'.

Children behave very well. They are clear of the expectations and the childminder is a positive role model. She encourages children to play cooperatively, to share and take turns. Good manners are promoted and children are encouraged to apologise when appropriate. Equally, good behaviour is acknowledged and praise is given, which also fosters children's self-esteem.

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	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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