

Inspection report for early years provision

Unique reference number	EY415576
Inspection date	08/06/2011
Inspector	Ann Cozzi
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 2010. He lives with his wife who is also his co-childminder and their two children aged seven and eight years in a house in Welwyn Garden City, Hertfordshire. The childminder uses the ground floor of the property for childminding activities and toilet facilities are also available on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. When working with his co-childminder, he is registered to care for a maximum of ten children under eight years of whom six may be in the early years age range. He is currently minding three children in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and part of the Childcare Register. The family has a pet cat.

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.

A good understanding of each child's needs means that the childminder is able to effectively encourage their welfare and learning. Children are safe and secure in this setting and have lots of opportunities to learn about their local area and the wider world. Partnerships with parents are successful in making sure that the needs of all children are met, along with any additional support needs. Partnerships with other providers of care and education are developing. Children in this setting make good progress in relation to their age, ability and starting points. Consistent self-evaluation by the childminder ensures that priorities for improvement are identified and acted upon, resulting in a provision which is responsive 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 risk assessments include when and by whom they have been checked (Premises, environment and equipment). 22/06/2011

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

- develop further the regular two way flow of information with parents in regard to children's learning
- further develop continuity and coherence of learning opportunities by sharing

relevant information with other settings the children attend.

The effectiveness of leadership and management of the early years provision

The childminder has undertaken safeguarding training and demonstrates a clear understanding of safeguarding issues and how to make a referral where necessary. Effective systems are in place to record each child's hours of attendance, this makes sure that the childminder can safely account for all children in his setting at any time. As a result, children in this setting are well protected and safeguarded. Children's well-being is enhanced by good organisation, risk assessments and planning for continuous improvement. Although it came to light during this inspection that risk assessments do not include details of when and by whom they were carried out. This is a requirement of the Statutory Framework for the Early Years Foundation Stage, however this is a minor breach, and has no impact on the safety and well-being of the children. There is a regular two way flow of information with parents, for example, verbal communication, questionnaires and a daily diary, however, the sharing of information linked to children's learning is less frequent. Arrangements for working in partnership with other settings children attend are in their infancy. This has the potential to impact on the childminders ability to consistently underpin the successful delivery of the Early Years Foundation Stage. Comprehensive policies and procedures are in place and implemented consistently, all records and permission required by legislation are in place and well maintained. The childminder promotes diversity helping to support children's growing awareness of others and the world around them. There is no bias in his practice in relation to gender, race or disability.

The childminder is eager to provide a good quality service and ensures that self-evaluation takes account of parents and children's views. He has clearly identified areas which he wishes to develop further. For example, he is committed to undertaking further training to enhance his knowledge and understanding. Furniture, equipment and toys are of a good quality and suitable to support children's learning and development. The childminder's home is organised in a way which is safe and favourable to learning, as a result children flourish in this setting. The childminder strives to ensure that resources and the environment are fully sustainable.

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

Children are supported well to make good progress towards the six early learning goals. There are effective systems in place to observe, assess and plan a good range of interesting and stimulating learning opportunities.

Children demonstrate that they feel safe and secure in this setting as they look to the childminder for support or comfort. They take responsibility for choosing what they would like to do next. For example, as babies start to develop an understanding and awareness of themselves they begin to move around the room

independently. As they pull to stand and become more mobile, the scope of their investigations widens. They demonstrate their delight in the freedom and changing perspective that standing and beginning to walk gives. They proudly push a wheeled toy confidently around the playroom, stopping from time to time to explore a wide range of resources with interest. Children's growing understanding of the wider world is demonstrated through their play for instance, they hold a train in the air pretending it is an aeroplane mimicking the sound of its engine. Spinning around they tell the childminder that they are flying. Children learn about problem solving as they successfully sort shapes in to size categories from the smallest to the biggest. During this game they are able to follow simple instructions, for example, when the childminder introduces positional language and asks them to put items on top of each other. Babies and children use their voices to make contact and to let the childminder know what they need and how they feel, for example, after nappy change they use sounds and gestures to clearly indicate that they would like their shoes put back on.

Children learn about safety through established daily routines. They are provided with lots of praise and encouragement from the childminder which, they clearly enjoy as they look to adults and their peers smiling proudly. Children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show an awareness about good hygiene habits and learn about healthy eating through the balance range of foods provided. They take part in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Babies in this setting are content and settled because their health, physical and dietary requirements are well met.

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	3
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