

Inspection report for early years provision

Unique reference number	EY422565
Inspection date	03/11/2011
Inspector	Alison Reeves
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 2011. She lives with her husband and two children aged one and eight years in a village near Ware, Hertfordshire. The whole of the house is available for childminding, except for the main bedroom. There is a rear and front garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time. She also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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's welfare and learning are successfully promoted because the childminder has a well-developed knowledge of the Early Years Foundation Stage. This means they are making good progress in their learning. Most aspects of monitoring children's development are successful. Policies and procedures support the childminder in meeting children's individual needs and ensuring their well-being. Highly successful partnerships with parents contribute significantly to continuity of care. Relationships with other providers are strong. Self-evaluation is at an early stage but is already having a positive impact on 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 observation and assessment to better support planning for children's next steps
- develop self-evaluation to identify specific strengths and areas for development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and extremely well protected in the setting because the childminder has detailed knowledge of safeguarding requirements and implements policies and procedures very effectively to ensure children's well-being. Information on the local procedure is prominently displayed so it can be accessed quickly if necessary.

The childminder provides a safe environment by carrying out a number of thorough risk assessments. This means the areas used by children are free from

hazards and remedial action can be taken quickly. On outings the childminder carries an emergency bag that includes a first aid kit, wet wipes for keeping clean when there are no washing facilities, and emergency contact information. The children wear bracelets that have the childminder's mobile number so that in the unlikely event of them becoming separated children can seek help and the childminder be contacted quickly. This means that children are kept safe in the home and on outings.

Children play in a well-organised and accessible environment. The childminder has an extensive range of resources suitable for a variety of ages and stages and appealing to an array of interests. Her knowledge of Early Years Foundation Stage is good and she uses this well to support learning through play. Consequently, children are thriving and making good developmental progress.

Self-evaluation is at an early stage and needs to be explored in greater depth, as the childminder has only been minding for a short period. However, she is already reflecting on her practice and setting herself challenging but achievable goals. She has used her training, prior experience and networking to build on her existing practice.

Partnerships with parents are very strong. The childminder values parents' views and actively seeks these through discussion and questionnaires. She takes action promptly to improve the provision by implementing systems that meet parents' needs. They share important information about children's needs and progress, celebrating achievements, such as first steps. Relationships with other providers involved with the children are good and information is shared effectively. As a result, each individual child is well supported, receives continuity of care and achieves well.

The childminder has a good level of awareness of children's needs and this enables her to adapt activities to ensure each can participate in their own way. Her policies on equality and diversity ensure each child is valued and all have opportunities to learn about and respect others.

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

Children have settled quickly and strong relationships are already established. This means children feel very safe in the childminder's care and are confident to explore in a safe environment. Young children are becoming increasingly mobile and enjoy moving, freely showing their rapidly developing body control. They are getting more skilled at manipulating objects and so have more success when using toys like the shape sorter.

Children are included in hygiene routines so they learn about the importance of hand washing as a method of protecting their own health from the potential spread of infection and cross-contamination. Lots of outdoor play and walks promote an active lifestyle. Children are offered healthy snacks and meals, with the occasional treat. This means they understand the need to make healthy

choices in order to remain in good health.

Children enjoy a good range of interesting activities. The childminder plans and prepares resources for the youngest children based on their particular preferences. Communication is well supported as the childminder is responsive to children's gestures and verbal cues. This means those with limited speech due to their age still have meaningful communication and can express their needs and feelings. While sharing a book, the childminder says the word 'hair' and the very young child touches her hair, demonstrating her understanding of the spoken word and her body. The childminder is quick to respond and they feel each other's hair and look more closely at the picture. Children learn mathematical language as the childminder includes this in the commentary of play. This enables children to become familiar with concepts of light and heavy, fast and slow, as they shake the instruments, and with number sequences as she counts to three. Children enjoy the push-button toys where they demonstrate their understanding that their actions result in a sound or light appearing. Children engage well with the natural world as the childminder belongs to some organisations that encourage nature awareness and the enjoyment of outdoor activity. Children relish the opportunity to engage in creative arts and craft activities. The childminder has begun to observe and assess children's progress and this is starting to be used to plan further appropriate activities that support children's progress towards the early learning goals in all six areas of learning.

Children are well behaved and understand the simple house rules and behaviour boundaries. The childminder's consistent approach and use of praise help children feel valued and understood. The childminder makes effective use of books, toys and internet resources to help children learn about diversity and the wider world.

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	1
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	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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