

Inspection report for early years provision

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Inspection date	18/04/2012
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

The childminder registered in November 1997. She lives with her husband and daughter, who is aged 16 years old in Hemel Hempstead, Hertfordshire. The whole of the ground floor and one bedroom on the first floor are used for childminding purposes and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years old at any one time, of these, no more than three may be in the early years age range and of these, no more than one may be under one year old. The childminder is currently caring for three children in the early years age range, all on a part-time basis. The family have three gerbils as pets. 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.

The childminder provides a warm and welcoming home environment for all children, where they feel safe and secure. The childminder has established good working relationships with parents to ensure children's individual needs are recognised and met. Children make good progress in their learning and development. The childminder continues to develop her planning and observation systems. Children's learning is well supported by the wide range of activities and resources available to them. The required policies and procedures are in place to safeguard children's welfare. The childminder is beginning to evaluate her practice and is committed to improving her provision for children and families.

What steps need to be taken to improve provision further?

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

- develop planning, observation and assessment to ensure that all areas of learning are covered and the next steps in learning are identified.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder is knowledgeable about local safeguarding policies. She has recently attended safeguarding training and has effective procedures in place to manage any concerns she may have about children in her care. Household members are appropriately vetted and children are supervised well. The childminder makes effective use of basic, but up-to-date risk assessments to support her in ensuring that the areas used by the children are safe. Appropriate safety precautions, such as stair gates and socket covers are in place. This means that children move safely

and freely around the childminder's home.

The childminder has a good knowledge of how children develop and uses this well to support them in their learning. The environment is well organised and accessible to the children. For example, resources are stored at low-level to encourage children to make independent choices. Posters of colours, flags, the body and days of the week support children's learning. Stored resources are rotated to provide further choices. This enables children to thrive and make good progress in their development. The childminder is in the early stages of beginning to reflect on her practice and is aware of her strengths and some of the areas for development. For example, she is keen to develop systems for planning and assessment. As there were no children on roll at the last inspection, there were no recommendations to address.

The childminder forms close working relationships with parents and carers. She obtains useful information about each child, such as, their likes and dislikes, dietary and personal care needs. Children and parents also complete a form entitled '10 things I can do,' such as 'I can put on my shoes and jacket myself' and 'I can dance'. This gives the childminder an insight into their needs and interests, which means that parent's wishes and children's individual needs are effectively met. On-going communication is through daily conversations, policies and procedures, children's learning journals and questionnaires. Feedback from parents is positive and they comment on the relaxed environment that the childminder provides, 'stimulation in abundance', the 'superb food' and the good information shared about the children's day. The childminder has links with the local school and attends playgroup sessions at the local children's centre, which contributes well to supporting their welfare and learning.

The childminder has a positive approach to supporting children, who have special educational needs and/or disabilities. She will readily adapt activities to ensure that all children can access them and is keen to further her knowledge by attending training, in relation to children with special educational needs and/or disabilities. This means that the individual needs of all children are met and they are all included fully in the life of the setting.

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

Children are making good progress towards the early learning goals. A basis weekly plan enables the childminder to take into consideration their individual needs and interests, ensuring that they can be spontaneous and flexible in their activities and routine. Each child has a learning journal to monitor and record their progress. These include photographs, examples of work and observations. The childminder has begun to link these to the six areas of learning and is starting to identify children's next steps in learning to ensure that they are sufficiently challenged and supported. Children are happy and settled in the childminder's home. They enjoy one to one time with her. She supports them well and is on hand to guide them when necessary. The childminder has developed close

relationships with the children and their interaction is very positive. She listens effectively to them, asks them challenging questions and in turn, they respond and approach her with confidence and enthusiasm.

Children participate in a wide range of activities and experiences. Trips to local playgroups, other childminders' homes, parks and out for lunch, helps them to develop knowledge of the wider community and promote their social skills. Children's creative development is fostered as they chalk, make collages and develop very good concentration as they draw, which they enjoy. As they are shown how to draw a face and asked what shape it is, they answer 'a circle' and take great delight in the praise given. Children benefit from imaginative play opportunities as they create role play situations, such as, using the tent, feeding their baby, using the play cooker and filling their handbag with various items. They develop an understanding of nature as they learn to grow and care for their own vegetables, recalling how they dug for potatoes. Children's communication, language and literacy skills are promoted as the childminder talks to them, listens well and asks questions. Children enjoy baking blueberry muffins and they learn early concepts of weight and measure, as they weigh ingredients. Trips to the library encourages a love of books and they can also borrow them from the childminder to take home. Children enjoy being physically active and make use of the garden with the trampoline, cars, wheelbarrow and hopscotch game.

Children develop an awareness of their own safety. They talk about safety and take part in fire drills. Sensible rules, such as not running indoors, support their understanding of potential dangers. As they walk everywhere, they learn about road safety and discuss why they have to stop and listen. Children's good health is promoted well. Illustrated posters remind children to wash their hands and they are reminded to cover their mouth when they sneeze. They enjoy a range of healthy meals and snacks and are keen to sit at the table to enjoy their toast and juice. Children also participate in growing their own fruit and vegetables, gaining a sense of achievement when they can eat their produce, such as vegetable soup. Drinks are accessible to them throughout the day to ensure that they are kept hydrated. Children's general well-being is fostered as they spend time outdoors, benefiting from regular fresh air and exercise. They go for walks, visit the park and use the garden, thereby, developing their physical skills too.

Children behave well in the setting because the childminder gives them lots of one to one attention and they are busy and engaged. They are familiar with the positive house rules, such as taking turns and sharing. Good practices, such as eating together at the table and giving them some responsibility, for example, tidying up, encourages social skills. Children develop a sense of belonging. They have their own individual coat pegs with their name on and each child's birthday is displayed on a birthday balloon. Children receive lots of praise, which encourages their good behaviour and develops their 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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