

Inspection report for early years provision

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Inspection date	21/05/2012
Inspector	Lindsay Hare
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 2011. She lives with her husband and one child aged two years in the west side of Welwyn Garden City, Hertfordshire. The childminder uses the whole of the ground floor and two bedrooms upstairs for sleeping children. There is a safe and secure garden for outside play. The childminder provides care during the week all year round.

The childminder is registered to care for a maximum of five children under eight years, of whom, two may be in the early years age range. She is currently caring for two children, both of whom are in the early years age group. The childminder is also registered on the compulsory and part of the Childcare register. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has established good working relationships with parents and works closely with them to ensure children's individual needs are well met. Children make good progress in their learning and development because they are provided with a wide range of learning opportunities. Children gain an awareness of the world around them, through resources and activities which reflect diversity. Most of the required documentation is in place to promote and safeguard children's welfare. The childminder is in the early stages of developing her reflective practice.

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 an medication is given (Safeguarding and promoting children's welfare). 06/06/2012

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

- develop the system for self- evaluation and reflective practice in order to further identify areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge and understanding of safeguarding children procedures, which is underpinned by a clear policy which is shared with parents. She has also undertaken safeguarding children training. The childminder understands the importance of informing Ofsted of any changes and all adults

within the home have undergone checks to ensure their suitability. Children are supervised carefully and the childminder ensures the toys and materials they use are safe and appropriate for their ages. Risk assessments are comprehensive and detailed, ensuring that hazards are identified and minimised. Well-organised documentation and good record keeping promotes the safety and welfare of the children and underpins the good quality care offered. All these factors contribute to the childminder safeguarding children effectively. However, although, prior parental permission has been obtained to administer non-prescribed medication, and a signed record of any medication given is kept, prior consent has not been requested with regards to administering prescribed medication, therefore children's safety is potentially compromised.

Clear written policies and procedures are professionally presented to share with parents so that they know about the childminding provision. Daily verbal exchanges with parents mean that they know about their child's day. The childminder has good relationships with parents; she gathers clear and detailed information from them so that she knows about children's individual interests and needs and can provide a consistency of care. This information is used as a starting point for the observational assessment of the children. Good settling-in procedures, that are based around children's individual needs, help to support them in the transition between home and the childminding home. The childminder gains ideas and advice from other childminders and is aware of linking with other professionals, although at present the children she is caring for do not attend any other early years provisions.

The childminder is in the early stages of reflecting on her own practice, identifying some areas for development in order to maintain continuous improvement and has developed a questionnaire to also gain feedback from parents. The childminder has good strategies in place to care for children with special educational needs and/or disabilities.

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

The childminder has a very good understanding of how young children learn and this enables her to provide an interesting range of experiences and activities to support each child's learning and development. Information gathered initially from parents provides a starting point and basis for each child's individual observational assessment. Detailed evidence of children's learning is recorded, and the childminder revisits these observations and identified next steps to inform the future planning of activities. Parents have opportunities to contribute what they know about their children's achievements. Consequently, children are making good progress towards the early learning goals.

Children develop their early communication and literacy skills because the childminder ensures they have lots of good quality experiences to promote these skills. Clear questioning techniques are used as children begin to talk about what they are doing as they play imaginatively, for example a child was observed

playing with the figures and saying 'he's cooking tatoes. Young children's speech is developing well as they start to use four word sentences and language such as 'yours' and 'mine'. They play in the tent and pretend to be cats making a 'miaow' sound. The children enjoy planting and watering their sunflowers and then measuring them to see how tall they have grown. The childminder uses everyday opportunities to count and they are beginning to recognise letters and numbers around them. Children enjoy being creative, exploring the plastic bugs hidden in jelly and making handprint wrapping paper to wrap their flowers in for Mothers' Day. They use the aqua draw to make marks and the childminder encourages them to draw faces with features. They are able to take turns whilst playing games and with support are beginning to learn to share resources. Young children begin to problem solve as they complete peg and jigsaw puzzles and fit the features onto a toy potato head. These simple activities lay the foundations for children's future learning.

The childminder has a good knowledge of individual children's interests and abilities which enable her to provide an inclusive environment where each child is valued and they are clearly relaxed and comfortable in her care. Young children make their own choices in play and are able to easily access the resources available to them. They are confident and are keen to look at the photographs of themselves in their learning journals. Children are gaining an awareness of the world around them as they play with a variety of resources and borrow books that reflect positive images of diversity from the library.

Children enjoy varied opportunities for exercise; they crawl in and out of the tent and tunnel and visit the soft play area regularly. They use climbing equipment, a see-saw and balls in the garden and at the park. Children have a healthy attitude towards food, as the childminder provides nutritious meals and snacks. They learn why they need to wash their hands before eating and after stroking the animals when they visit the farm. Children are becoming aware of keeping themselves safe because the childminder talks to them about crossing the road safely whilst on outings and they regularly practise the evacuation procedure.

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	3
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