

Inspection report for early years provision

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| Unique reference number | EY433721 |
| Inspection date | 03/05/2012 |
| Inspector | Jenny Forbes |
| 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 one child aged five years in a house in St. Albans, Hertfordshire. She is able to walk to local schools to take and collect children. The whole of the house is used for childminding and there is a safely enclosed garden for outdoor play. The childminder is registered on the Early Years Register to care for a maximum of three children in this age range. She is also registered on the compulsory and voluntary parts of the Childcare Register and is able to care for a maximum of five children in this age range. The childminder provides care during the day on three or four weekdays all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a caring and welcoming family home. The childminder works very positively in partnership with parents and exchanges regular communications to ensure children's individual needs are met. Assessment records are in the early stages of development and the childminder is working continuously to develop her skills. The childminder provides a varied range of activities that help children make good progress in their learning. An excellent range of policies, procedures and most other important documentation are in place. Risk assessments are carried out daily and visitors to the home are monitored. The childminder reflects on the service she provides and is enthusiastic about making further improvements.

What steps need to be taken to improve provision further?

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

- extend attendance records to include children's departure times, as well as arrival times, in order to maintain the safe and efficient management of the setting (Documentation). 26/06/2012

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

- develop further the observation and planning procedures in order to accurately assess the next steps in a child's developmental progress, and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder has a good understanding of local safeguarding procedures and carries out rigorous risk assessments both indoors and outdoors. This means that children are well protected when using equipment and resources. She is well informed about safeguarding and has the appropriate contact details available should she be concerned about a child. The childminder and her husband are suitably vetted. Children are kept very safe whilst in the childminder's care because she is vigilant and supervises the children well. Children are further protected because the childminder keeps excellent records including accident, incident, medication and permission records. The childminder keeps records of attendance, including arrival times but with no details of departure times. This constitutes a breach of the welfare requirements.

The childminder uses the Early Years Foundation Stage documents to help her to support children in their learning. There is a good range of resources for children to choose from, some of which are immediately accessible and others which are kept stored elsewhere and are rotated regularly to ensure a good variety. The childminder also provides cookery and gardening activities for the children and supports them in the development of their self-care skills. This means that they are able to thrive and make good progress.

The childminder is very aware of her strengths and weaknesses and while she does not currently use formal observation, she plans for children's development by working with the parents and assessing children's needs. The childminder keeps a diary to share with parents about their child's progress and has adapted her own progress forms. The childminder is planning to develop learning journeys to help chart children's progress and help her to improve her provision to enhance children's learning and to this end sets herself ambitious and appropriate targets. The childminder is looking forward to attending Early Years Foundation Stage training next month and is planning to make more use of the resources available on the Early Years Foundation Stage disc to help develop her skills. This means that children's learning needs continue to be met.

The childminder forms close working relationships with parents. She exchanges frequent communications about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. The childminder and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with other provisions and professionals involved with the children are being developed and contribute well to supporting children's welfare and learning.

There is an effective equal opportunities policy in place which the childminder implements to help children develop positive attitudes towards themselves and others because she challenges any discriminatory comments. The childminder

teaches children about differences through use of a large exciting pictorial map. This means that the individual needs of children are met and all children are fully included in the setting.

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

Children enjoy being in this setting and are familiar and secure in its routines because the childminder is careful to meet their needs. Children are able to move freely and safely around the setting because the childminder ensures their environment is safe. For example, they are well aware of where they can go in the setting and know how to use toys and other resources safely.

Children's good health is promoted effectively by the childminder. They are learning about making good choices in food because they are offered healthy options such as fruit and water. Children are able to get out in the fresh air on most days. They are developing good physical skills because they make use of a variety of resources. For example, they have a good range of physical play equipment in the garden and are regularly taken to the local parks.

Children are making good progress towards the early learning goals because the childminder plans activities around their interests and needs. Children are developing good language skills. Children enjoy looking at books and talking about what they can see. Music is used for singing and rhymes and children are encouraged to sing along. Fine motor skills are improved by the use of play dough and puzzles. Children are supported in their self-care skills and are encouraged to be proud of their achievements. For example a doll is used to model use of a potty. This encourages the child to use his own potty with success leading to praise from the child's parents and childminder. Children's work is displayed on the wall which shows children that their childminder takes a pride in their achievements. The childminder promotes children's knowledge and understanding of the world through the use of a large pictorial map showing the varying ways of life in different countries. The childminder provides a variety of activities such as making pizzas and planting vegetables in the garden for use in the kitchen. This means that children are also developing good skills for the future.

Children behave well in the setting. This is because the childminder provides a good role model, offers clear explanations and sets appropriate boundaries. Children are developing respect for themselves and others and are keen to try activities from other cultures, such as a Spanish party the childminder is preparing.

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

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| 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

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| 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

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| 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

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| 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

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| 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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