

Inspection report for early years provision

Unique reference number	260706
Inspection date	10/07/2012
Inspector	Tina Kelly
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 2001. She lives with her partner, who is recorded as an assistant, and two children aged seven and 11 years in Digswell, Welwyn, Hertfordshire. The family home is set over three levels, all of which are included in the registration. There is a fully enclosed garden for outside play. Children do not generally access the third floor other than for young children to sleep. The house is within walking distance of local amenities, such as schools, shops and parks. The family has a rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register 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. There are currently two children on roll in this age group, who attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. 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 are very happy and settled in the childminder's care. She uses most of the observations and assessments effectively to show children are making good progress towards the early learning goals. Parents are kept well informed of their children's personal care routines and the activities they have enjoyed. The documents required for the well-being of the children and the smooth running of the setting are well established. The childminder has established a process to evaluate her practice and is committed to improving and developing the service that she provides to the families in her care.

What steps need to be taken to improve provision further?

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

- review the planning and assessment process to focus on children's interests and individual learning needs to assist in planning their next steps to promote their existing talents.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder is clear about her responsibilities to provide a safe environment. Appropriate background checks have been carried out on all members of the household. The childminder has completed recent safeguarding training and keeps information provided by the Local Safeguarding Children Board readily available. Risk assessments are

established, reflect the ages of the children cared for and take account of all areas that the children have access to. The process is effective in identifying and minimising risks to children in the home and garden and on outings. The childminder provides a range of good quality toys and resources which are readily available. They are age appropriate and linked to the interests of the children being cared for.

The childminder has established good relationships with families of children she cares for. She seeks their views through discussion at the end of the day, regular meetings and questionnaires. The daily diaries ensure the childminder is fully aware of the children's individual needs and shares important aspects and events at home. Effective links with parents contribute to improvements in children's achievements and support a strong sense of belonging and self-esteem. The childminder has not cared for children who have special educational needs and/or disabilities. However, she has a very clear understanding of the importance of working with parents to ensure all aspects of their home life and the children's individual needs are respected and valued.

The childminder has a wealth of experience in working as a childminder at a previous group setting. She transfers these skills effectively to provide a well-organised and interesting experience for the children in her care. Recommendations made at the last inspection have been addressed and these have improved information for parents and outcomes for children. The childminder is aware of the value of having an effective process to enable her to identify areas of her practice that work well and areas to be further developed. She reviews her practice in line with the Ofsted self-evaluation document. She has identified future training as an area she intends to develop and she has attended a range of training opportunities. The childminder is aware of the support services provided by the local Sure Start centre and the local authority, and is keen to develop her practice to improve outcomes for children of all ages. Links with supporting agencies contribute to children's achievements and continued well-being.

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

The childminder provides an interesting range of resources, activities and outings for the young children in her care. There is a thorough settling-in process as the childminder spends time with parents to establish the children's individual learning and care needs, and uses these to assist in her planning. She uses the 'look at me' record of achievement booklet to identify the children's starting points and to share their achievements with parents. She uses most of the information effectively to plan for future activities. However, planning for the children's next steps is not fully effective as this is not consistently linked to the children's individual progress and personal skills in order to fully promote children's learning.

The childminder engages the young children with age-appropriate toys, such as a pop-up ball run. Children show great delight as they watch and wait for the balls to jump out. They are inquisitive learners and explore the game with good interaction from the childminder. Young children move confidently and enjoy the freedom of

the safe space provided in the lounge. Children learning to walk are well supported with praise and encouragement. The childminder continually evaluates her resources and rotates toys from storage. She has recently created rhyme bags. These are used with children of all ages to retell favourite nursery rhymes with the use of books, puppets and props. The childminder provides consistent support to the very young children in her care. She prompts play and introduces toys and resources to extend and develop their newly acquired skills.

The childminder knows the children well. She regularly takes them to toddler groups and play sessions to provide new activities and to meet with other children. Equality and diversity are promoted through a range of resources and events planned throughout the year. Resources are sought to reflect different cultures and family settings and are incorporated in the play with sensitive interaction by the childminder. Children's personal health is promoted through everyday routines. The childminder has attended a food hygiene course and uses the information effectively in her daily practice. Outings and garden play promote a healthy lifestyle and give many opportunities for children to develop their physical skills on the range of age-appropriate toys and resources. Children learn to keep themselves safe as the childminder reminds them to be aware of their own personal safety, and they are beginning to understand the impact their actions have on other children playing nearby. She has established simple rules to support older children's understanding of what is expected of them in her home. The childminder is a positive role model she talks to the children and uses praise to promote good behaviour. Children have developed a warm and trusting relationship with the childminder. Their self-esteem is promoted with the consistent interaction, well-organised activities and freedom to make choices about their play. Children are learning skills that ensure they cope with new experiences and to extend and develop skills for their future.

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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