

Inspection report for early years provision

Unique reference number	EY424834
Inspection date	28/08/2012
Inspector	Jane Mount
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in April 2011. She lives with her partner and two children aged four years and six years in Berkhamsted, Hertfordshire. The whole of the property is used for childminding, except for the main bedroom. There is a fully enclosed rear garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have three cats as pets.

The childminder is registered to care for a maximum of four 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 attending who are within in the Early Years Foundation Stage. The childminder also offers care to children aged over five 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.

An inclusive and welcoming environment is provided, with positive relationships between the childminder and parents. This ensures children's individual needs are met. The childminder has effective systems in place to safeguard children and protect their welfare. Children share warm, friendly relationships with the childminder and are happy and secure in her care. The childminder provides a varied selection of play experiences to enable children to make good progress in their learning. Systems for effectively planning the next steps in their development are not yet fully developed. Processes for monitoring the quality of the service provided and to ensure continuous improvement, are in place.

What steps need to be taken to improve provision further?

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

- develop further the use of observation and assessment systems to more effectively plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully protected as the childminder has a secure knowledge and understanding of how to protect them from harm. She has a written safeguarding policy which details what action she would take if she had a concern and she has undertaken a safeguarding children course. All household members have had relevant background checks completed. The childminder has a clear understanding

of issues relating to safety and positive steps are taken to keep children safe, such as using a safety gate to prevent them accessing the stairs. Close supervision by the childminder, along with written risk assessments and ongoing visual assessments, ensure any potential hazards are identified and minimised and children are safeguarded. Detailed and informative documentation for the safe and efficient management of the setting and to promote children's well-being is in place and well organised.

This is the childminder's first inspection since registering and she has worked hard to develop a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She understands the importance of professional development and has completed a selection of early years workshops. She has also identified further training she would like to complete, including an early years childcare qualification. The childminder strives to provide a quality service and is fully aware of her key strengths and the areas she wishes to develop further. She has effective systems in place to monitor her practice to ensure the quality of the provision is good. For example, she has sought feedback from parents and children through the use of written questionnaires and responses have been very positive.

The childminder successfully organises her time and resources to ensure children's individual needs are met. Resources are accessible and developmentally appropriate with the daily routine planned to ensure all children are fully included. She shows a strong commitment to inclusive practice and takes great care to find out about and to meet children's specific needs. Purposeful relationships between the childminder and parents ensure children's care and learning needs are fully supported. Parents are provided with good quality information and children benefit greatly from a two-way sharing of information between the childminder and their parents. The use of daily diaries, along with verbal communications, regular texts and emails and an informative noticeboard and wall displays, help to keep parents fully informed. The childminder works in partnership with others and closely liaises with a nearby children's centre. She is an active member of a childminding group and regularly networks with other childminders, sharing ideas and good practice. She has developed effective links with other early years settings delivering the Early Years Foundation Stage which children in her care attend. These include the pre-school, nursery and school. Consequently, continuity in children's care and learning are promoted.

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

Effective strategies are implemented by the childminder promoting children's health and well-being. Good hygiene practices, such as the use of paper towels for drying hands in the bathroom, ensure the risk of cross infection is minimised. Therefore, children's health is protected. Through discussion and effective support and guidance from the childminder, children learn the importance of personal care routines to keep them healthy. They know they must wash their hands after visiting the toilet and before eating discussing the reasons for doing so. Hand washing posters are displayed as a useful reminder to children of the correct way to wash and dry their hands thoroughly. Children participate in a varied range of

activities which positively contribute to their good health. They spend time in the fresh air on a daily basis and enjoy playing in the garden and going for walks. They also visit children's parks where they particularly enjoy playing on the slide or swings. Children are provided with nutritious food choices and their dietary requirements are discussed with parents to ensure specific dietary needs are catered for. Through discussion children learn about the benefits of healthy eating. They talk about fruit and vegetables being good for them at meals times. Children enjoy identifying their favourite healthy foods on posters; talking about how many portions of fruit and vegetables they have eaten during the day.

Children's safety is promoted and they develop a good understanding of how to keep themselves safe. When out walking they learn about road safety and when travelling in the childminder's car they know they must sit in the correct seat and wear seat belts. Children feel emotionally secure and have developed trusting relationships with the childminder which helps them to feel safe. Positive behaviour is promoted and the childminder is on hand to offer regular praise and encouragement which promotes children's self-esteem. Through discussion children learn how to behave well because they learn simple house rules. They know they must not climb on the sofa or run ahead when out walking and are learning to share and take turns. They begin to understand how their behaviour can have an impact on others.

Children have an enjoyable time in the childminder's care and participate in a mixture of adult-led and child-initiated play. They are confident and motivated because of the support they receive from the childminder. She understands that every child is unique and activities are adapted to meet their individual needs. Observation and assessment system in place show children's progress and identify the next steps in their learning. However, this information is not yet effectively used to plan future play experiences for individual children to ensure their learning and development is fully promoted. The childminder does know the children well and uses this information to support them in their learning.

The indoor and outdoor environments are organised to encourage children to make independent choices in their play, with many resources at child height and easily accessible. From an early age children's independence is encouraged so they are secure in their surroundings and feeling confident when making choices. Children have opportunities to learn about their own and others cultures and participate in activities which encourage them to learn about the wider world and diversity. Children learn about the local community through regular outings, including visits to the library, to parks and toddler groups. They have many opportunities to learn about the environment, such as when they go on regular walks. They enjoy collecting a variety of seasonal nature items including twigs, leaves, acorns and conkers. On their return, they enjoy making collages, using the items collected from their nature walk. Children's creative skills are encouraged and they have regular opportunities to experience a variety of art and craft activities. Many completed pieces of the children's artwork are displayed which develops their sense of belonging and achievement.

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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