

Inspection report for early years provision

Unique reference number	123314
Inspection date	21/09/2011
Inspector	Sheila Harrison

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 registered in 1992. She lives with one adult son near Hitchin, Hertfordshire. The whole of the ground floor of the childminder's house and first floor bedrooms are used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for six children under eight years at any one time, and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are six children currently attending with varying attendance patterns within the early years age range. At times the childminder also works with an assistant.

The childminder is willing to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a positive atmosphere with a welcoming environment. Children are happy, settled and generally making sound progress in their learning and development. There are strong relationships with parents who are clearly informed about their child's welfare and this helps recognise the uniqueness of each child. Children are safe and secure and benefit from the strong health and safety procedures. The childminder is beginning to form useful relationships with other providers of the Early Years Foundation Stage and to reflect on her practice. The self-evaluation procedures are in the early stages and focuses on the strengths of the setting. Current plans for improvement will benefit the children's well-being.

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 systems in line with the Early Years Foundation Stage, use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- maintain a regular two-way flow of information with providers who also deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately managed due to the childminder's genuine commitment to safeguard children and adequate understanding of the known indicators of child abuse. She has undertaken recent on-line training and the Local

Safeguarding Children Board procedures are easily to hand for reference. The childminder completes suitable records that are required for the efficient management of the early years provision. Children are cared for in a secure environment with risks suitably assessed linked to their individual stage of development. For example, the coffee table and low candles are moved out of the way of mobile babies.

The childminder has developed a strong and effective relationship with the parents and there is a good two-way flow of information, knowledge and expertise. She ensures that the needs of all children are met and parents are well informed. Children's achievements are confirmed through a daily diary and verbal discussions. There is a climate of confidentiality and inclusion whereby children's individual needs are recognised and acted upon. The childminder keeps detailed records of children food intake for the parents to discuss with health care professionals. She uses the information on the school themes to extend the interests of the children. For example, a school theme on mini-beasts led to a bug hunt after school. However, the childminder has yet to liaise with the children's other providers of the Early Years Foundation Stage limiting opportunities for effective continuity of care.

The childminder is establishing a culture of reflective practice and a commitment to continuous professional development. She has identified the strengths of her setting and plans to work with an assistant to improve the provision. The childminder has addressed previous recommendations through relevant training.

The accommodation is well organised to meet the needs of the children. Young children can have quiet undisturbed rest upstairs in comfortable travel cots. Children's learning is suitably supported as the childminder puts out ample resources for them to choose from. The childminder introduces household objects and natural materials and children showed much imagination feeling and using a velvet covered hairband. The childminder adequately promotes equality and diversity. She has a good knowledge of each child's background and needs and is beginning to raise children's awareness of diversity through some multi-cultural play equipment. This helps children understand the society in which they live.

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

The childminder effectively promotes children's learning and development. Children are happy and settle well as the childminder works to maintain a secure and supportive environment. A long settling-in period and frequent discussions with the parents ensures that the childminder is aware of each individual child's capabilities and starting points. The childminder observes the children at play and intuitively plans for the next steps in their development, however, this is not linked to the Early Years Foundation Stage and potentially limits children's achievements towards the early learning goals. The childminder's calm approach and warm and playful interactions motivate young children well and help them to make progress. Children's emerging language is very well supported. They laugh, gurgle and babble at the childminder's closeness and attentiveness. Children's first words are

encouraged as the childminder sensitively models the correct pronunciation. Older children enjoy art and craft activities indoors and play imaginatively outside using the tent and sticks to play at camping.

Children are developing the behaviours appropriate to encourage learning. They learn the house rules and the childminder encourages good relationships. This helps children to be friends and to share. Older children look forward to playing with the babies. Children are learning about their community as they grow and pick the fruit in the garden. They observe and care for living things such as the frog found in the garden. Children celebrate their birthdays and traditional festivals with the childminder.

Children have valuable chances to learn to keep themselves safe. Babies and young children are supported to move around the furniture safely and older children learn the safe boundaries such as putting on their seat belt when they get into the car and staying next to the childminder on walks to school or the park.

The childminder is effective in supporting their good health and well-being. Children enjoy healthy and nutritious meals and snacks each day which offer variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are strictly adhered to. There are secure infection control measures and the childminder models good hygiene practices. Parents are well informed of the childminder's procedures. Children benefit from daily access to develop their physical fitness air in the garden. They frequently visit an indoor activity centre to exercise on the large soft play equipment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
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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