

Inspection report for early years provision

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Inspection date	10/12/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 November 1992. She lives with her husband and two children aged 11 years and 12 years. The property is situated in Rickmansworth, Hertfordshire and is close to shops, parks and schools. All areas of the property are included in the registration, although, the ground floor is mainly used for childminding purposes. There is a fully enclosed rear garden available for outdoor play. The family have a rabbit and two rats, although, they are not accessible to the minded children.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The registration is for a maximum of six children under eight years at any one time including three children in the early years age group. The childminder is currently caring for three children in the early years age group and two children in the later years age group. Overnight care is not provided.

The childminder is a member of a local childminding group and the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). She has worked hard to develop a secure knowledge and understanding of the EYFS framework and is implementing it well. Children are treated as individuals and the childminder works closely with parents to ensure children are fully included and their needs are met. Children share warm friendly relationships with the childminder and her family and are happy and relaxed in the childminder's care. Children are safeguarded and their welfare needs are met. They are provided with a range of play and learning experiences which ensure they make progress in their learning and development, although, effective observation and assessment systems are not yet fully developed. A process, such as self-evaluation, for monitoring the setting to ensure continuous improvement is not yet 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 children's observation and assessment records and use these more effectively to plan the next steps in a child's developmental progress
- implement a quality improvement process, such as self-evaluation, to monitor and extend effective practice to ensure continued improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and their welfare is fully protected as the childminder has a secure knowledge and understanding of how to protect children from harm. For example, the childminder is familiar with the child protection procedures to follow should she have a concern including the correct recording and reporting procedures. She has recently undertaken safeguarding training and has a policy in place along with child protection guidance leaflets and contact information. The childminder has a clear understanding of issues relating to safety and some highly effective measures are taken to keep children safe. For example, children are closely supervised by the childminder. Also, written risk assessments which include daily checklists ensure risks are identified and minimised to keep children safe. Ongoing visual assessments by the childminder are effective in ensuring the environment remains safe and children are fully protected at all times.

The childminder has a clear vision for her setting and strives for continuous improvement. She is aware of her key strengths and the areas needing further development and has some systems in place to ensure the quality of the provision is good. For example, feedback is actively sought from parents. A system of self-assessment to more effectively evaluate her practice has not yet been implemented. Areas highlighted for further development at the last inspection have been successfully addressed to further improve outcomes for children. For example, the childminder has been working hard to ensure all documentation required for the safe and efficient management of the setting and to meet the needs of children is in place. This has been successfully achieved with records, policies and procedures generally organised well and informative. The childminder has many years experience caring for children and has a secure knowledge of child development. She understands the importance of continuous professional development and the need to keep up to date with current childcare practices. For example, she has recently attended some short courses and workshops including updating and increasing her knowledge and understanding of observation and assessment, safeguarding and diversity.

The childminder organises her time and resources to ensure children's needs are fully met. For example, resources are accessible and developmentally appropriate. Also, the daily routine is planned around the needs of individual children to ensure an inclusive and enabling environment is provided. Children and their families are valued and appreciated and the childminder welcomes the children in her care and their parents and carers into her home. The childminder shows a strong commitment to inclusive practice and takes great care to find out about and to meet the needs of the children she cares for. She works closely with parents and carers and in some cases has formed long standing relationships caring for more than one child from the same family over many years. Parents are informed about their children's care, progress and achievements as information is verbally exchanged on a daily basis. Also, daily diaries are used to share information with parents of younger children. Some links are in place with other early years settings children attend, such as the local school and nursery, to ensure continuity in

children's care and learning. For example, communication books are effectively used to share information between teachers, parents and the childminder.

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

The childminder is developing a secure knowledge and understanding of the EYFS learning and development requirements. She is beginning to implement effective systems to ensure children make progress in their learning. She understands that every child is unique and works closely with parents to find out about and to meet children's individual learning needs. Simple observation and assessment systems are in the early stages of development, although, are not yet effectively used when planning future activities and play experiences to support children fully in their learning and to ensure they make good progress towards the early learning goals. The childminder knows the children in her care well and she uses this information to support their learning. Children experience a varied range of play opportunities which cover the six areas of learning, are led by children's interests and provide some challenge. Consequently, children are motivated and enjoy their learning. They participate in a mixture of adult led and child initiated play with the indoor and outdoor environments used to promote their play and learning along with regular visits to toddlers groups which increases the opportunities for them to further develop their social skills.

Children's personal, social and emotional development is promoted and from an early age, children's independence is encouraged. Children are able to make decisions and choices in the activities they participate in and are encouraged to do things for themselves. For example, they show a sense of achievement when they take off their coat. The environment is organised with some resources easily accessible. The childminder effectively supports children in their play, engaging them in conversation to support their language and communication skills. For example, when looking at books and reading stories together they discuss the pictures. The childminder uses the daily routine to incorporate children's problem solving, reasoning and numeracy skills. For example, they count how many red or blue cars they can see when out walking or sing songs and nursery rhymes with numbers in. Children's physical development is fully promoted and they develop a positive attitude towards being active as they have opportunities to practise and develop their physical skills and have fun. For example, children enjoy dancing to music and keenly participate in actions songs when at toddlers. They have opportunities to play on small bikes and scooters or play ball. They enjoy walks to and from school and visits to the park, where they can run or climb or play on the swings. Children are able to express themselves creatively and regularly participate in art and craft activities such as drawing and colouring, cutting and sticking, painting and play dough. Children are beginning to gain some understanding about diversity and the wider world. For example, they have opportunities to learn about their own and other cultures and some resources help children develop positive attitudes to others. Children have opportunities to learn about the local community and the environment. For example, they discuss the changes in the seasons when out walking and collecting leaves. In the garden, they observe the wildlife throughout the year including feeding the birds and looking for the frogs in the

pond.

The childminder has effective strategies in place to protect children's health and wellbeing. For example, she has a sickness and exclusion policy which she follows if children are unwell which minimises the risk of cross infection. Children learn about the importance of personal care routines, such as when they discuss the reasons for hand washing after visiting the toilet to prevent the spread of germs and to keep themselves healthy. Children are developing an understanding of healthy eating with healthy eating promoted. The childminder works closely with parents to ensure children receive a balanced diet. Children's behaviour is managed well. Positive behaviour is promoted and children receive consistent praise and encouragement from the childminder which develops their self-esteem. The childminder is a positive role model and secure relationships between the childminder and children enable children to feel safe and valued in the childminding environment. Children's safety is promoted and they are developing a good understanding of how to keep themselves and others safe. For example, they discuss road safety when out walking and know they must hold onto the pushchair and to stop at the curb when crossing the road. At home children are reminded of potential dangers such as why climbing onto the toy box may be dangerous. The childminder has an emergency fire plan in place which is practised on a regular basis. Consequently, children learn how to stay safe in an emergency.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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