

Inspection report for early years provision

Unique reference number	149656
Inspection date	14/12/2009
Inspector	Lynne Kathleen Talbot
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 October 1992. She lives with her husband in Hitchin, Hertfordshire. The whole of the ground floor of the home is used for childminding together with identified rooms on the first floor. There are enclosed gardens for outside play. The childminder has a cat and a rabbit. There are steps both at the doors and in the rear garden.

The childminder is able to provide care on each weekday during term time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age group. There are currently six children attending part time hours, five of whom are within the early years age group. The childminder takes children to and collects from other settings such as the early years unit of the local primary school and the local pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is well respected by the childminder because she develops a thorough understanding of each child's needs and interests. She forms an excellent relationship with parents and carers seeking and taking account of their views, providing regular and detailed information and sharing all aspects of children's development with them. Attention to these areas of care, ensures that children's needs are well met and that activities promote rapid progress in their learning. Partnership with other agencies are in the early stages of development. The childminder takes positive steps to promote children's welfare through established routines for health, minimising risks and clear safeguarding awareness. She has an effective approach towards self evaluation, continuing to plan for further development. This commitment provides a good basis for improvement, thereby, maintaining a service that is responsive to children's needs.

What steps need to be taken to improve provision further?

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

- develop links with all other settings providing for children in the Early Years Foundation Stage
- update the record of risk assessment to include any assessments of risks for each type of outing and trip undertaken.

The effectiveness of leadership and management of the early years provision

Children's welfare is well promoted because the childminder has a good knowledge of the Early Years Foundation Stage (EYFS). She has a very clear understanding of her roles and responsibilities relating to safeguarding children seeking updated training, displaying clear information for parents and with systems such as visitor records and identity wrist bands for children when away from the home. The childminder ensures that all persons required undertake the appropriate checks to safeguard children. Clear records of risk assessments are completed for the premises and for a selection of outings undertaken regularly, however, some outings are not included in the record. This means they are unable to be reviewed before the outing and there is potential for children's safety to be compromised. Children learn to understand the dangers outside the home and discuss not talking to strangers, road safety and walking safely with the childminder each day. They understand that babies must be protected from small objects due to the danger of swallowing them and help to tidy away or play at surfaces out of reach. Procedures for illness and medical assistance are very well planned including emergency support.

The childminder places the promotion of equality of opportunity and children's personal, social, emotional development at the heart of all her work consistently promoting diversity and an inclusive service for all children in her care in order to tackle unfair discrimination. She is aware of children's individual learning styles, as shown by her learning journals and identified next steps for each child and is using this in her planning, thereby, narrowing the achievement gap. Activities are planned to broaden children's awareness of diversity and to explore the society in which they live. Children explore each others culture learning about clothing, such as Saris, together with objects brought from home to share for festivals observed. They look at ways that other cultures may celebrate religious festivals, for example, Christmas and how it is observed in Greece. The childminder respects children's home language, and that of their extended family, as shown by her efforts to share French language and customs with all children attending using tapes, books and learning the language together. They learn to respect the needs of others through their regular contact with children attending a school for children with special educational needs and/or disabilities and through their work learning some basic signing. The childminder has a positive attitude towards working with other agencies to support children but relationships with other settings that children attend are, as yet, to be fully established to support a consistent approach. The relationship with parents and carers is exemplary enabling them to be fully involved in their children's welfare and learning. This is supported by detailed diaries in which any milestone is recorded, excellent journals and newsletters each three months. Parents comment that the childminder offers the 'highest level of professionalism' and offers children a 'balanced understanding of life'. They state that she is a 'fantastic childminder who gives a stimulating environment', that, 'she intuitively uses every opportunity to develop the whole child' and that, 'nothing is too much trouble'.

The childminder demonstrates enthusiasm for her work and is motivated to

continue making changes that improve outcomes for children. Training completed such as National Vocational Qualification levels two and three, food hygiene and protecting children add to her commitment to development. Self evaluation processes are in place and the childminder recognises her strengths and areas for development, she takes positive steps to address recommendations and seeks personal development maintaining continuous improvement. Children make excellent progress in their learning because the childminder makes very good use of resources. The environment is highly conducive to learning with children of all ages self initiating learning, accessing materials and making considered choices regarding activities.

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

Children are extremely confident and thoroughly enjoy their time spent in the childminder's care. They make rapid progress in their learning offering their ideas and making clear choices because the childminder has a very clear understanding of the EYFS. The childminder maintains in-depth learning journals showing how learning is observed and assessed. They contain monthly written summaries showing what children have achieved and how, together with next steps to be worked on as well as tracking progression very clearly. The learning journals contain a wealth of evidence showing inventive planning around a broad range of topics continuing to improve outcomes for each child as an individual. Children work extremely well independently using their own initiative and develop excellent skills working alongside their peers. For example, they regularly focus on a fiction book such as 'Handas' Surprise', or 'The Gruffalo'. These books lead them into project works such as healthy eating, Africa and cultural differences comparing foods, the way of life and clothing worn. At present children are enjoying 'The Gruffalo' which they read avidly joining in the rhymes and beginning to sound letters. They display pictures that they have sourced and coloured as well as creating their own free drawings linked to the story. The childminder is skilled at including children of all ages in story telling with younger children enjoying the bright books and joining in with growling sounds as the story is told. Children learn skills for the future exploring technology and computers which they use to research, helped by the childminder, finding items through children's programmes and websites to help with ongoing projects. They learn to use music and compact discs choosing musical tracks that they enjoy from internet sites to download and make discs to take home. Children use magnifying glasses and 'bug boxes' to search for mini bugs in the garden and explore wildlife together.

Children show a very good awareness of themselves in relation to their place in society and are well equipped with skills they can use to extend their learning. They use their emergent skills in numeracy within all aspects of play as they compare sizes and estimate how many blocks they need, comparing length and height. Children calculate as they estimate how many Christmas pictures are needed which are later laminated making place mats for their Christmas table at home. Children understand that their work is valued and this fosters self-esteem. Children explore creativity together with crafts and role play. For instance, they choose dressing up and re-enact what they see around them using a microwave

offering foods to the childminder. They express opinions and tell the childminder about their favourite Christmas carols singing along and developing good self-esteem and confidence. Older children fetch musical instruments and offer them to babies for them to play along. Younger children enjoy close attention showing that they feel safe as they respond to clapping hands and blocks together, repeat sounds babbling in response to the childminder talking with them and building blocks waiting for praise as they knock them over. The childminder is very mindful of her role in ensuring safety and helps children to understand personal safety as they take part in emergency evacuation and carry out regular routines to promote health. Children have full ownership of their health, fully understanding that personal hygiene is important initiating hand washing, choosing apples for snacks and helping to clear away when activities are completed. Children's behaviour is excellent and they show clear social awareness as they care for others younger than themselves. This is helped by the works completed relating to equality and diversity. Methods to promote positive behaviours include star charts which result, on gaining a set number of stars, in a small reward from the 'treasure box'.

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	1

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- produce a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 04/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register. 04/01/2010