

Inspection report for early years provision

Unique reference number	EY219678
Inspection date	25/08/2011
Inspector	Suman Willis
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2002. She lives with her husband and one adult son in a house in Hemel Hempstead, within walking distance of schools, parks and shops. The childminder works with an assistant. The childminding takes place on the ground floor of the property. A room upstairs is used to provide undisturbed sleep. There is an enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding seven children on a part-time and full-time basis in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school, visits childminding and toddler groups and goes to local parks regularly. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the childminder works closely with parents to meet their individual needs. Children enjoy learning because they are cared for in a safe, warm and inviting environment. Children's learning is enhanced by the childminder's good organisational skills. They feel safe and secure, which enables them to develop their knowledge and understanding of the local area and the wider world. The childminder uses self-evaluation effectively in identifying and acting on any areas for improvement.

What steps need to be taken to improve provision further?

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

- further improve the arrangements for observations and assessments so they can be used to assist in planning experiences that are tailored to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of how to protect children and keep them safe. She has updated her training and knows who to contact should she have any concerns. A clear policy on safeguarding is shared with parents. Risk assessments are carried out frequently and resources, such as stair gates, cupboard locks and socket covers, are used. This enables children to learn

through safe exploration. Fire drills are carried out so that everyone knows what action to take in an emergency. Documents are maintained effectively and shared with parents to keep children safe. Children have access to a wide range of resources which are well maintained and offer a variety of experiences, both indoors and outdoors, to promote their learning and development. For example, there is an extensive range of small world toys to promote role play and a variety of small animals and building materials, along with different art and craft materials. Good quality learning posters and children's artwork are attractively displayed, some at children's level. Therefore, children feel valued and are happy to learn.

The childminder is aware of her strengths and weaknesses. She continually assesses her practice to improve the provision for children and sets herself ambitious targets. She outlines any training needs and is currently working towards local authority quality standards. The childminder has implemented recommendations made from the last inspection into her practice. This ensures that children continue to make good progress. The childminder works closely with other childminders and has set up a social network group specifically for them so that they can share ideas to enhance children's learning and development. She reviews her resources and collects local supermarket vouchers to purchase new equipment for children to promote their learning.

The childminder is sensitive to children's needs and seeks valuable information from parents to ensure that children settle well and feel secure. This also means that their individual needs are fully met. The childminder uses social networking effectively for sharing information with parents, while maintaining confidentiality. A good range of activities, both indoors and outdoors, are planned to enable children to develop their understanding of the world and other cultures and beliefs.

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

Children are cared for in a warm, friendly and welcoming environment. For example, in the entrance hall children know to hang their coats on low hooks which are clearly labelled with their name and a picture of an animal. This helps them feel that they belong. Children enjoy participating in a variety of activities while feeling safe and secure. They enjoy being taken on outings to toddler groups and join in with ease because they feel confident. Children stay healthy as they eat well-balanced meals, such as fish pie, peas and sweetcorn. They have access to regular drinks. This helps to promote their independence. Children develop good large motor skills as they learn to ride bikes and scooters and use the trampoline. They skilfully manoeuvre the buggy around the playroom. Children squeal with delight as they jump around the ball tent. This means that children are able to participate fully and make good progress because they stay healthy.

Children are encouraged to participate in a wide range of interesting activities which are appropriately planned to meet their individual needs. Topics are planned around seasons and festivals from around the world. A record of each child is kept in a scrapbook, monitoring their development through observations, photographs and artwork. Parents are encouraged to use this to feed back their own

observations. However, information from parents and the childminder's observations and assessments are not consistently used to inform planning; this means that children are not always fully challenged.

Children are developing good hand-eye coordination and their early writing skills as they participate in a variety of tabletop activities, such as, painting, drawing, cutting and sticking. They are encouraged to recognise letters that represent their names through everyday activities, such as using their coat hooks. Children learn about shapes as they make collages using tissue shapes of circles, triangles and squares. Children's understanding of numbers as labels is being developed because of good displays of numbers and shapes around the playroom. Some children confidently count to eight as they draw spiders with legs. Children are fully engrossed in role play and communicate very well. For example, young toddlers are able to ask clearly for bottles to feed their 'babies'. Children confidently link nursery rhymes to activities, such as singing about a spider after having drawn pictures of spiders. Children enjoy sharing books as they snuggle into the childminder's lap and point to pictures in the word book. This helps them to understand that words and pictures have meaning.

Children have ample opportunities to develop their knowledge and understanding of the world as they plant fruits and vegetables, such as runner beans and strawberries. Children are developing a good understanding of other countries and cultures as they look at a map of the world and talk enthusiastically about where they come from and how they celebrate festivals, such as Diwali. Children learn about technology as they use phones, cash tills and household appliances. They talk excitedly on the phone as they walk around. Children behave very well as they happily join in and help the childminder tidy up. They learn to care about others as they cuddle their dolls. Children are quick to offer cuddles and hugs to the childminder. They are constantly praised for their achievements. Therefore, children are developing good skills for the 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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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