

Inspection report for early years provision

Unique reference number	EY231550
Inspection date	22/03/2011
Inspector	Alison Reeves
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).

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 2003. She lives with her husband and three children, aged 16, 14 and 10 years, in Stevenage, Hertfordshire. The whole of the ground floor of the premises is used for childminding and there is an enclosed garden for outside play. The childminder walks to local schools and pre-schools to take and collect children. She takes children to the park, library, indoor soft play areas and educational facilities.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for four children under eight years; and of these, three may be in the early years age group. She is currently caring for one early years age range child on a part time basis. She supports children with Special Education Needs and or Disabilities.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in their learning and development. Their safety and welfare is given high priority and all appropriate measures are in place to ensure this. Children are valued and the childminder works effectively to cater for individual needs. Children thrive in the calm environment. Their achievements are well monitored and assessed regularly. Partnerships with parents are well established. Systems to evaluate and reflect on practice are being developed to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop self-evaluation to cover all aspects of childminding practice

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively and well protected in the setting because the childminder has a clear understanding of her role with regard to child protection. Her knowledge of local safeguarding procedures ensures that she has strategies in place to manage any concerns she may have about children in her care. She has attended all of the required training giving her a secure understanding of the issues involved. This means that children's well-being is given priority and they feel secure.

Good use is made of up-to-date risk assessments to support the childminder in ensuring all the areas of the home, used by the children, are safe and that any outings have been carefully considered. For example, she looks ahead at the changing needs of older babies as they become mobile. She then has the appropriate safety equipment ready for when the time comes. These planned, regular reviews ensure any changes and new actions required are identified. As a result children are able to move safely and freely around the setting.

The childminder's sound understanding of the Early Years Foundation Stage is used well to support children in their play and learning. The environment is organised to provide suitable space for play and rest with easily accessible resources. This means that children make good progress in their development.

The childminder has identified some of her setting's strengths and weaknesses. Self-evaluation does not currently cover all aspects of the setting. Nevertheless, she has clear plans that demonstrate how she intends to address issues and improve the provision for the children. As a consequence she is beginning to set herself realistic targets that secure improvements. Her plans to attend training on Every Child a Talker relate directly to the development of language skills in young children that she can apply to her day to day practice.

The childminder has established effective working relationships with parents. She obtains the required information about each child including their routine, dietary and health needs. This means that parent's wishes and children's individual needs are effectively met. Childminder and parents share important information about children's progress using the development matters tables to chart achievements. This means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. The childminder is not working with other settings at present. She is confident in explaining how she would go about this.

The childminder supports children well. She spends time with them helping them to access activities and to develop their understanding by providing a commentary of the play and by asking open questions. She readily adapts activities to ensure that all children can participate at an appropriate level. An effective equal opportunities policy is regularly reviewed and supports the childminder well. This means that the individual needs of all children are met and all children are included fully in all aspects of the setting.

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

Children play in a safe, clean environment. They learn to keep themselves safe as they practice the emergency evacuation procedures and road safety. Children handle objects carefully and are introduced to tools for independence and play.

Children are exploring their environment and the resources. For example, they

handle the various textured balls using their fingers to grasp and to pass the balls from hand to hand. Children learn about hand washing and hygiene because the childminder includes them in effective procedures. Children eat a healthy diet that meets their nutritional needs. They spend time in the fresh air and use size and age appropriate equipment in the garden and local parks.

Children choose what they want to play with. Investigation, using their senses has provided opportunities to experience different textures of manmade and natural materials. Playing with gloop has children feeling the substance change from a solid to a liquid as they lift and drop handfuls of it. Children's vocalisations are valued and the childminder responds positively giving them meaning. They share books, feeling the different materials in the book 'That's Not My Lion'. Children experience number through every day counting, they learn about weight as they feel how heavy the spinning ball is when they lift it. Children show how they understand cause and effect as they shake one of the balls to make the lights flash.

The childminder observes children regularly and uses what she sees to identify next steps. These are used to plan further appropriate and stimulating activities that support children in securing achievements. Consequently children are making good progress towards the early learning goals in all six areas of learning.

Children behave well in the setting because the childminder supports them with clear explanations and by setting appropriate boundaries that are consistently applied. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the childminder makes effective use of books and activities to introduce new ideas and promote diversity.

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
--	-----