

Inspection report for early years provision

Unique reference number	EY260837
Inspection date	22/03/2011
Inspector	Jane O'Callaghan
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and three children aged 13, five and one year old on the outskirts of Hemel Hempstead. The whole of the ground floor, upstairs bedroom, bathroom, and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time. The childminder currently has seven children on roll and of these two are in the early years age range and two children are in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest.

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 satisfactory.

Children are cared for in a welcoming and inclusive environment and builds sound relationships with parents through discussions and settling-in visits which ensures that she gathers information on each child's routines and individual care needs. The children are settled and comfortable with the childminder who takes measures to ensure their welfare and safety in most areas. Children access a suitable range of toys and resources covering all areas of learning. However, systems to observe and assess children have not been implemented. The childminder is in the early stages of completing a self evaluation form to identify areas for further improvement of her childminding service.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments in their individual learning journals (Early learning goals). 05/04/2011

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

- develop links with other providers that care for children in the Early Years Foundation Stage and offer parents opportunities to contribute to their children's learning journals
- ensure children's personal hygiene routines are effectively implemented with

particular regard to hand-washing to prevent cross-infection.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding issues and is aware of the signs and symptoms of abuse to enable her to recognise when children may be at risk. She knows how to report concerns to help safeguard children's welfare. She keeps a record and monitors existing injuries and accidents and ensures that parents are made aware of the procedure. The childminder conducts risk assessments of all areas of the home, outdoor area and also outings that the children go on and has a record of these to meet regulations.

The childminder ensures that parents receive a copy of all policies and procedures to read. She encourages parents to have a settling-in period and the childminder also visits the children's home so as to ensure a smooth transition for children into her home. The childminder does not do observations and assessments of the children and this is a breach of regulation. In regard of there being no learning journals, parents are not able to have opportunities to contribute to their children's progress. The childminder ensures that she talks to parents daily about what the children have done throughout their day and also sends photographs of children's activities to them. Links with other settings that provide the Early Years Foundation stage for children in her care are not developed at present to ensure continuity of care and learning.

The childminder is in the early stages of implementing a self evaluation procedure to identify her strengths and weaknesses, however, she is aware of these through discussion. She has addressed all of the recommendations raised from the last inspection and attends training to improve the quality of care children receive. The childminder has a positive approach to promoting equality and diversity. She does not stereotype play resources, resulting in children enjoying the full range of play materials. For example, children access a good selection of small world figures depicting all areas of diversity, books, jigsaws and the celebration of festivals. She values supporting their understanding of similarities and differences in others through answering their questions and through discussion. The childminder organises the setting to enable children to access resources independently.

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

Children are happy and settled in the care of the childminder and confidently spend their time engaged in age-appropriate and varied activities. Consequently, their levels of concentration are deepening. The children enjoy cuddles with the childminder and look to her for encouragement, reflecting that they feel safe and comfortable in her care. The children access a sound range of toys and activities, some independently and others through appropriate interaction from the childminder. Children choose a doll to place in their buggies and push them around the room together. They pretend to make cups of juice on the play cooker and

offer them to the childminder who joins in by saying 'that's lovely juice, thank you' and the children smile in response. Children put the cars on the wheel and try to press the button to make it swirl around and laugh as they move. Children get opportunities to develop their physical skills. They regularly access the garden to play with sit and rides, ball games and bicycles. They go out into the community to the woods where children learn to balance on different tree trunks, collect foliage for collage pictures and play on apparatus at the park. The childminder also encourages children to develop socially through visiting different child-orientated groups. She also ensures that meal and snack times are a social occasion where children reflect on their day and home life.

The childminder ensures that children are cared for in a safe environment. For example, sockets are protected and there are locks on the kitchen cupboards and safety gates on the stairs. Children also learn about the emergency evacuation procedure through regular practising of fire drills. She also talks to children about road safety and stranger danger.

The childminder ensures that children learn about satisfactory hygiene procedures. However, children's personal hand-washing routines are not always effectively implemented and they do not have access to individual towels to prevent cross-infection. Children have their own individual drinking cups to hand and are able to access these throughout their time at the childminder's house. She offers children healthy and nutritious meals and snacks, for example, fruit, cheese, ham, raw vegetables and main meals containing fresh vegetables, meat and pasta dishes. The childminder takes into accounts children's allergies, likes and dislikes and records these in their personal information. The childminder has a written behaviour policy and ensures that they are polite to each other. Children play well together, learn to take turns and share in a welcoming and child-friendly environment.

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	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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