

Inspection report for early years provision

Unique reference number	EY283967
Inspection date	28/03/2011
Inspector	Jo Rowley
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 registered in 2004. She lives with her husband and two children aged eight and 10 in Welwyn Garden City, Hertfordshire, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding and there is a first floor bedroom for children requiring undisturbed sleep. Children have access to a fully enclosed garden for outside play. The family have pet a hamster.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding five children in this age group, all of which are on a part-time basis. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment and takes steps to promote children's welfare through established daily routines. She has a good understanding of safeguarding procedures and is meeting the needs of all children in the Early Years Foundation Stage that she cares for. The childminder promotes an inclusive environment in which all children are making good progress towards the early learning goals. The childminder is developing an understanding of her strengths and weaknesses through self-evaluation. She has developed effective links with parents and these help to build positive relationships and promote consistency of care.

What steps need to be taken to improve provision further?

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

- obtain children's starting points in order to assess the progress which they are making
- incorporate children's next steps into the planning to ensure that activities are tailored to the needs and abilities of individual children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding procedures in order to protect the children in her care. For example, she has a written safeguarding children policy, in place, which includes the procedures to be followed in the event of child being lost or uncollected, whilst in her care. She ensures that parents are consistently informed of these procedures by sharing her policies with them by

way of a 'welcome pack' and she ensures that they are made aware of any updates, promoting children's welfare. Children are further safeguarded by the completion of regular risk assessments, inside the home, which includes a daily check of the areas used by children. Risk assessments are also completed for all outings that children take part in and they learn about keeping safe as they take part in the emergency evacuation drill, which is practised on a regular basis. This further protects their safety. The childminder has developed friendly relationships with parents and she encourages them to share what they know about their children through discussion, which is encouraged. For example, the childminder provides a daily diary for each child in which parents are encouraged to comment. However, the childminder is not fully aware of children's starting points when they come to her setting and therefore, it is sometimes difficult to see the clear progress children are making from where they first started.

The childminder has built good links with local agencies such as the local pre-school and she demonstrates awareness for wanting to develop this area of her work further to promote consistency and continuity of care.

All children are equally welcomed into the childminder's setting regardless of their background and the written equal opportunities policy is shared with parents, to ensure that no child is discriminated against. All children are fully included in the setting and are offered the same opportunities as other children cared for, promoting inclusion. An example of this is as the childminder is learning how to use sign language with babies, to ensure that they are fully included in her setting. Resources are age and stage appropriate for the children attending and they are in good condition. The children have access to resources which are mostly stored at their height, promoting independence through opportunities to self-select resources of their choice. The childminder's procedures for self-evaluation are good. She discusses her day to day setting with parents and is fully able to demonstrate her strengths and areas for improvement which are monitored in order to improve outcomes, for children.

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

Children are happy, settled and enjoy their time with the childminder. They make good progress in their learning because their needs are well supported. Special events and publicly advertised fundraising activities are promoted to help children understand about the wider world. For example, to help raise money for a well know charity children took part in a sponsored silence and they helped to make cakes. They learn about different countries through activities such as this and are able to contribute to raising money in order to help those less fortunate whilst having fun and learning through play. The childminder completes regular observations for each child in the Early Years Foundation Stage age group and these are effectively linked to the Early Years framework. Children's next steps in their learning are recorded in their individual learning journeys along with photos and these are regularly shared with parents. Planning is organised through themes and topics and is flexible to allow for children's interests and likes to be developed across the six areas of learning, however, childrens next steps are not fully

incorporated into the planning of activities and therefore, activities are not always tailored to meet the individual needs of the children.

Children's behaviour shows that they feel safe as they happily play alone or with the childminder. Their independence is promoted as children make choices about their play. For example, one child wants to play in the garden. She interacts with the childminder as they create their own game of Pirates in the sand. They bury treasure and take turns at hiding what the other must find. Throughout this play the child is fully supported by the childminder, prompting suggestions and encouraging the child to think further, promoting their learning. Children's physical development is promoted through a range of opportunities, for example, enjoying local walks and visiting toddler groups as well as using the well equipped garden which is decorated with various things to extend children's learning. For example, there are pictures of different birds next to the bird feeders which children enjoy looking out for as they play. Children have regular and independent opportunities to access books as these are clearly displayed at the children's height and are, therefore, easily accessible. They self-register on arrival by finding their photo name card and adding it to the 'who's here' poster, promoting independence and have access to various mark making resources which helps to develop their creativity.

Children's self-esteem is promoted as they are highly praised by the childminder, for example, at snack time children are praised for eating all of their snack and for sitting so nicely at the table. Children's sense of belonging is encouraged as they each have opportunities for making choices about what they want to do when it comes to art and craft. For example, children make Mother's Day cards. They choose everything from the colour of the card they use to the colour of the pen they use to write inside, this promotes their independence further. Children learn about healthy lifestyles as the childminder offers freshly prepared and nutritionally balanced snacks and meals. During meal times the childminder sits with the children and uses the opportunity to develop their social skills, such as, good manners which the childminder promotes through praise and effective examples.

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	1
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	1
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
--	-----