

Inspection report for early years provision

Unique reference number	EY286870
Inspection date	16/11/2009
Inspector	Ann Marie Cozzi
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 2004. She is registered to care for a maximum of four children at any one time. She is currently caring for three children in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and four children ages 13, 11, eight and six years in a residential area of Ware, Hertfordshire. Access to the setting is via a small step in to the premises and there is a downstairs toilet. The rest of the property is used for childminding. The fully enclosed garden is available for outdoor play.

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 making good progress in their learning and development. The systems for planning, observations and assessments are developing to ensure that they are clearly linked to the Early Years Foundation Stage (EYFS) and children's individual next steps for learning. Children are on the whole safe and secure, however, records for risk assessment are incomplete and systems to protect children from risks are not consistently implemented in practice. Sound partnerships with parents have been developed this ensures that the needs of all children are met, along with any additional support needs. Partnerships with others who provide care and education are still developing. Evaluation of the service is undertaken and some areas for future improvement have been identified.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment; also applies to the compulsory and voluntary parts of the Childcare Register).
- 30/11/2009

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

- reappraise risk assessments to ensure that they cover all aspects of the environment with which children come into contact
- develop further systems for observation and assessment to ensure that they consistently link to all areas of learning in the Early Years Foundation Stage

(EYFS)

- develop further partnership working where children receive education and care in more than one setting.

The effectiveness of leadership and management of the early years provision

The childminder's understanding of her responsibilities with regard to safeguarding children is adequate. She has a written child protection policy which ensures that those using her service are made fully aware of the procedure. The childminder has written risk assessments in place and has implemented some safety measures, for example, a safety gate at the foot of the stairs and a high level lock on the inner front door of the premises. However, current risk assessments do not fully reflect potential hazards within the home and the action taken to address safety issues. As a result children are not protected from some everyday potential hazards, for example, an uncovered drain in the rear garden and cleaning products in the kitchen. Children's well-being is considered as they are encouraged to develop healthy habits through daily routines.

The childminder shows some commitment to ongoing personal development. For example, since her last inspection she has undertaken all required training and has increased her knowledge in regard to child protection and working with babies. The childminder has undertaken some self-evaluation although this is still in its early stages. She has identified some areas of strength although she is working towards clearly identifying and tackling key areas for improvement in order to bring about better outcomes for children who attend.

The childminder has developed positive relationships with parents and carers. They are encouraged to share what they know about their child, particularly at the beginning of a placement. The childminder strives to promote inclusive practice, talking regularly to parents and carers about children's individual needs and offering support where necessary. In addition parents are informed that written records regarding their child's achievements are available. However, partnerships with other providers of care and education does not extend to include a two-way exchange of information regarding children's learning. Children are provided with opportunities to get out and about in the local community, helping them to interact and learn about their local environment.

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

Children demonstrate that they feel safe with the childminder. They move around the setting with ease initiating their own learning, making choices and decisions about what they want to do next. Children's growing understanding of how to keep safe is promoted as they practise emergency evacuation procedures and learn about road safety when out and about. They are confident and show that they are beginning to develop positive attitudes to learning as they explore battery operated toys with interest, discovering what happens when they press each of the buttons.

Sound hygiene routines are in place and children are encouraged to wash their hands at pertinent times. They are able to easily access drinks because their beaker-cups are placed at child height, this ensures that no one remains thirsty. The childminder chooses a range of resources which are organised to enable children's easy access.

The childminder has implemented a system of observation and assessment in order to promote and support children's progress. Although at times these are not consistently undertaken across all areas of learning. This assessment information is then used alongside contributions from parents to inform future individual planning. Parents have opportunities to share in their child's development records.

Children are making good progress towards the early learning goals. The childminder ensures that they are able to take part in a range of activities which offer sufficient challenge. Children's behaviour and self control is developing as they begin to learn and respond to boundaries with support and guidance from the childminder. They use simple language to convey their thoughts and feelings and alongside the childminder they enjoy learning new and descriptive words and sounds when playing with resources which interest them. Children recognise numerals and are able to represent numbers using objects, for example when carefully stacking building blocks. There are opportunities for children to develop their physical skills, for example, trips to local parks and activity centres enable them to use apparatus on a larger scale than is possible indoors and this in turn helps them to develop their coordination and balance.

Children learn about the wider world through discussions, books and on trips out. This allows them chances to experience the diverse society they live in, for example, when engaging in outings. They show that they are active learners as they busily move around investigating resources and their environment for themselves.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	2

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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:

- take action as specified in the early years section of the report (Suitability and safety of Premises and Equipment). 30/11/2009

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 early years section of the report (Suitability and safety of Premises and Equipment). 30/11/2009