

Inspection report for early years provision

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Inspection date	22/03/2011
Inspector	Lesley Bott
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 2004. She lives with her husband and one adult child in Watford. The whole of the ground floor is used for childminding, together with an upstairs bathroom. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two small pet dogs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to seven years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 happy and settled in the childminder's care. They make satisfactory progress in their learning and development and the childminder is beginning to establish each child's individual needs. She is beginning to observe children's achievements, although this needs to be linked to plan appropriate activities to help to achieve their next steps. The childminder is committed to improving and developing her service through training to keep up to date with her practice.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment process, make sure records are linked to the expectations of the early learning goals, encourage parents to contribute to the records and use the information gathered to plan next steps in children's learning
- develop systems to share information about children's individual learning and development when children attend more than one setting to ensure continuity.
- improve the records of risk assessments to cover anything with which a child may come into contact

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge and understanding of her role and responsibilities with regard to safeguarding and protecting children. She is aware

of the process to follow if she has a concern over a child. A written policy is in place which includes the procedure to follow should an allegation against a member of her family arises. Children are cared for in a safe and secure environment. Babies and young children are starting to develop a sense of security and confidence within the setting due to sound interaction by the childminder. A detailed risk assessment has been carried out on all parts of the property and the childminder conducts daily visual checks to ensure that the environment is safe for children. However, the risk assessment does not include separate records for every type of hazard within the house.

Resources are good, fit for purpose and able to support children's learning and development. The deployment of resources is well organised to help children learn and achieve. Children are able to focus their learning as the childminder makes good use of the space when putting equipment out. For example, a role play area with the dolls and imaginary play, and puzzles and jigsaws on the mat to extend numeracy. The environment is bright and attractive. Children play in the lounge and toys are stored in low level drawers and cupboards to enable children to access them independently. Children are encouraged to share resources and develop an understanding of each others needs. The childminder has some resources which reflect diversity and she introduces topics with older children about the wider world. For example, celebrating festivals such as Divali and St. Patrick's Day with the children. The childminder exchanges information with parents on a daily basis and shows them the records she keeps on their children's development. Parents are given a copy of the policies when they start to keep them informed and are encouraged to share details about their children's development. However, systems are not yet fully in place to share information about children's learning and development when they attend other settings to ensure continuity. The childminder is committed to professional development and attends regular training. She is fully committed to developing and improving her service.

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

Children are very settled and contented in the childminder's care. They show that they feel safe and are confident to confide in the childminder as they are happy to sit and play with the childminder on the floor. Children are provided with a suitable range of age appropriate activities. Toys are easily accessible and messy activities are provided at the dining room table.

The childminder is beginning to make observations of the children's activities and these are linked to the six areas of learning. Planning is in place to ensure that children enjoy an appropriate balance of adult-led and child-led activities that fosters active learning. However, the observations are not evaluated to indicate where the child's next steps are in their learning and how this, in turn, links into the plans.

Children are confident with the childminder and are beginning to find a voice and discover new words. The childminder notes when they develop new vocabulary.

For example, younger children are beginning to talk, repeating 'a for apple'. Books are accessible and well used. The children enjoy listening to a story with the childminder, pointing to the animals and objects in the book that they recognise. Children develop manipulative skills as they learn to hold a paint brush and sponges as they paint. Children are able to express themselves and develop their imagination. They enjoy the role play area particularly the kitchen as they feed the dolls. Older children enjoy threading the lace through the holes as they develop their eye-hand co-ordination. Regular visits to the playgroup and links with another childminder teach children about the community and the wider world they live in. Children have opportunities to enhance their social development as they mix with others to share and take turns with equipment. Children develop independence skills as they are able to make choices. For example, they explore their environment independently and are beginning to put their coats and hats on in readiness for outings. Babies are able to develop co-ordination and movement as they move around the room and pull themselves up on the furniture. They enjoy singing familiar nursery rhymes and copy the actions with the childminder. They show their enjoyment of achieving this as they clap hands and shout 'again'.

Children's health is promoted as they go out for walks every day to get fresh air. Satisfactory hygiene procedures are in place to prevent the risk of infection. The childminder encourages children to wash hands at appropriate times so that they learn how to live a healthy lifestyle. Children's drinks are easily accessible for them and parents provide snacks and meals which are generally healthy. A fire evacuation is practised so that children learn what to do in the event of a fire or emergency to stay safe. Children are learning to be independent and form relationships and so are learning 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?	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	2
The effectiveness with which the setting deploys resources	2
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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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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