

Inspection report for early years provision

Unique reference number	EY289280
Inspection date	28/03/2011
Inspector	Jane Mount
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 registered in August 2004. She lives with her husband and three children aged 14 years, 18 years and 20 years in Croxley Green, Hertfordshire. The property is situated close to shops, parks and schools. All areas of the property are included in the registration. The ground floor is mainly used for childminding purposes except for the use of toilet and sleep facilities which are situated on the first floor. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The registration is for a maximum of five children under eight years at any one time, with no more than three children in the early years age group. The childminder is currently caring for one child in the early years age range and two children in the later years age group. Overnight care is not included in the registration and the family have no pets.

The childminder is a member of a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Excellent partnerships with parents, carers and others contribute significantly to the childminder's knowledge and understanding of children's individual needs. Highly effective systems are in place to ensure children's welfare is fully safeguarded and children share warm friendly relationships with the childminder and are happy and secure in her care. They are making good progress in their learning as activities and play experiences are tailored to their individual developmental needs. Some processes for monitoring the quality of the provision are in place and a system, such as self-evaluation, to ensure continued improvement is in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further a quality improvement system, such as self-evaluation, to closely monitor and extend effective practice to ensure continued improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. The childminder has an excellent understanding of how to safeguard children's welfare and is clear on her role and responsibilities if she did have a concern. The childminder has recently updated her safeguarding knowledge through completing a course and child

protection guidance leaflets and publications are readily available alongside a safeguarding children policy. She has ensured all household members have appropriate checks completed and all relevant documentation is available for parents to see in the childminder's portfolio. Children's safety is paramount and the childminder ensures children are closely supervised and supported in their play. She is very conscious of safety and highly effective measures are taken to keep children safe, such as using safety wrist straps when on outings. Written risk assessments and on-going visual assessments ensure the environment remains safe and children are protected at all times.

The childminder has worked hard to develop a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and this is reflected in her practice. Documentation required for the safe and efficient management of the setting and to meet the needs of children is in place and informative. She strives to provide a quality service and is aware of her key strengths and the areas she wishes to develop further. She monitors the quality of her provision to ensure it is good through seeking feedback from parents and regularly reviewing and updating children's records. A system of self-evaluation to more closely monitor and evaluate the childminder's practice, to ensure continued improvement, is in the early stages of development. The childminder is aware of the need to ensure she keeps up-to-date with current childcare practice. She achieves this through networking with other childminders and she has attended some training and has identified further training she would like to complete.

The childminder organises her time and resources to ensure children's needs are fully met. The daily routine is planned around the needs of individual children to ensure an inclusive and enabling environment is provided. Children and their families are highly valued and appreciated and the childminder welcomes the children in her care and their parents into her home. Parents are provided with exceptionally good quality information and purposeful relationships with parents ensures children's care and learning needs are fully promoted. New parents receive details about the childminder and her practice including her policies and procedures. An effective settling-in programme designed to meet the needs of the individual child and parents ensures children settle well. Highly effective daily verbal communication with parents along with daily diaries for younger children ensures children's needs are fully met. The childminder works in close partnership with others, such as the local children's centre and other agencies and professionals. She has developed highly effective links with other early years settings, such as the local school and nursery the children in her care attend, to ensure continuity in children's care and learning.

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

Children are making good progress in their learning and development. The childminder effectively uses the Early Years Foundation Stage framework to plan a varied range of activities and play experiences for children. Planning is flexible with activities adapted to cater for individual children's needs and interests. Systems for observing and assessing children show children's progress and achievements over

time. Children participate in a mixture of adult-led and child-initiated play. They are confident and motivated in their learning because of the support they receive from the childminder. Adult-led and child-initiated activities are well-balanced and encourage children to be active learners.

Children's independence is encouraged with the home environment organised so resources are easily accessible and at child height. Children confidently make independent choices in their play and engage in activities, seeking out their favourite toys and books they enjoy. They use their imaginations and delight in dressing up as 'superman' and their language and communication skills are promoted as the childminder effectively supports children in their play, engaging them in conversation. Children are learning about diversity and the wider world and through discussion and some activities children have opportunities to learn about other countries and cultures. They learn about the local community through outings, such as visits to the local library or the park. Children learn about the environment and wildlife when they go on nature walks and have enjoyed making bird feeders to hang up in the garden. Children's creative skills are encouraged and they have many opportunities to experience a variety of art and craft activities and to use a range of mediums including paint, playdough and cutting and sticking. Children develop skills in problem solving, reasoning and numeracy with everyday routines used to develop their number recognition and counting skills.

The childminder implements some highly effective strategies to protect children's health with good hygiene practices followed by the childminder to minimise the risk of cross infection. Through discussion and effective support and guidance from the childminder, children are learning how to stay healthy. They know they must wash their hands after visiting the toilet and before eating and are learning about the importance of using tissues appropriately to wipe their noses. Children participate in a varied range of activities which positively contributes to their good health and physical fitness. They go for regular walks, play in the garden and visit a children's park where they enjoy playing football, climbing or using the balancing bars. Healthy eating is promoted and children's dietary requirements are discussed with parents to ensure individual dietary needs are catered for appropriately. Children eat a variety of healthy foods and learn about the benefits of healthy eating. They enjoy going to the local green grocers shop to buy fruit for their snack and discuss the benefits of eating plenty of fruits and vegetables.

Children's safety is fully protected and they are developing a very good understanding of how to keep themselves and others safe. When out walking they discuss road safety and potential dangers, such as cars reversing out of their drives or the potential hazards of stroking a dog without asking first. At home, children learn how to manage the stairs safely and know it is safer to come down the stairs on their bottoms. The childminder has an emergency evacuation procedure in place which is regularly practised with children and therefore, children are learning how to stay safe in an emergency. When asked children are able to confidently explain what they must do in an emergency to keep safe. The childminder is a positive role model and secure relationships between the childminder and children enable children to feel secure in their surroundings and confident in their play. Highly effective behaviour management strategies help children to learn how to behave well. Children are effectively supported in their

play with regular praise and encouragement from the childminder which develops their self-esteem and enables them to feel valued in the childminding 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?	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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

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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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