

Inspection report for early years provision

Unique reference number	EY294982
Inspection date	03/11/2009
Inspector	Sheila Harrison
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 partner and child aged five years. They live close to the town centre of Hemel Hempstead, near to local parks, school and shops. The home is a two bedroom house. All areas of the premises are used for childminding. On the ground floor children use the lounge and kitchen. The bedrooms are used for minded children to sleep and the bathroom is on the first floor. There is a secure garden for outside play. Access to the premises is via a small step by a side door.

The childminder is registered to care for three children under eight years at any one time on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are four children currently attending with varying attendance patterns within the early years age group. The childminder walks to local places of interest including the local Parent and Toddler groups. The childminder is a member of the National Childminding Association and has an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder ensures the uniqueness of each child is recognised and their protection assured. She has exemplary procedures to promote equality and eliminate discrimination. Children are totally secure and form strong emotional attachments with the childminder who is enthusiastic and clearly enjoys her work. This enables children to thrive in her care and make rapid progress in their learning and development. There are excellent partnerships between the childminder, parents and other agencies to ensure children's individual needs are recognised. The childminder's planning for improvement and the processes of self evaluation is very effective and she sustains high standards to promote good quality education and care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance the current methods for involving children in the evaluation process.

The effectiveness of leadership and management of the early years provision

The childminder has strong and efficient procedures to safeguard children. She takes thorough steps to ensure children are safe indoors and outside and that furniture, equipment and toys are suitable and safe. She maintains extensive

records required for safe and efficient management of the early years provision and to meet all children's needs including comprehensive risk assessments to minimise and eliminate risks and checks of the premises. This helps children to keep themselves safe and encourages them to adopt safe and responsible practices. The childminder knows and understands child protection and safeguarding issues and how to implement procedures. She has attended basic and advanced child protection training and ensures parents are fully aware of her actions.

The childminder is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships within the community. She ensures that other providers of the Early Years Foundation Stage (EYFS) who also care for the children she minds are given access to the children's learning journeys. They are given the daily communication diaries and asked to add any relevant comments. The childminder organised the trip to the Mosque for a group of childminders and their children and some parents ensuring that this knowledge will enable stereotypical views and discrimination to be effectively challenged. Parents and carers are very well informed about all aspects of their own children's achievement, wellbeing and development. The childminder ensures parents have immediate information on their child's day through the daily diary system. The childminder sends photographs of the children enjoying their play through her mobile phone. Parents take home the learning journals and extensive settling in procedures ensures that the childminder is well aware of the parent's child rearing practices and babies starting points.

The childminder is highly motivated to secure improvement. She regularly reviews her practice and effectively identifies her training requirements and changes from the training are quickly implemented and improves outcomes for all children. For example, parents reported a marked improvement in their children's speech after the childminder attended a recent speech and language course. The childminder is exceptionally successful in sustaining ambitious targets. All the recommendations from the last inspection have been fully implemented and maintained thoroughly. Children do make their needs and wishes known as they can look into the cupboard to freely choose the toys. They examine the toy library brochure and make requests for different equipment. Parents are involved in the self evaluation process and also give the childminder information on the children's views as there is a less formal system to ensure the children's full participation in the decision making procedures.

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

The childminder provides rich, varied and imaginative experiences that meet the needs of all children exceedingly well as she has embraced the Early Years Foundation Stage with enthusiasm. Assessment through observations is rigorous and the information gained is used very effectively to guide planning. Children's learning journeys contain examples of children's work, photographs and detailed observations linked to the areas of learning, 'development matters' and the Foundation Stage principles.

Children including babies make significant gains in their learning. Their individual progress is excellent in relation to their capabilities and starting points. All children show an extremely strong sense of security and belonging within the setting. They are confident, settle well and develop excellent relationships at every level with adults and their peers. The childminder has a long term commitment to the families and has cared for many of the children since they were babies. Children recently completed activities on their family tree as part of a topic of 'all about me' bringing photographs of their families and people that are important to them to share with their friends.

Children show great curiosity and the desire to explore and are well equipped with fundamental skills that they can use to extend their learning. The childminder ensures full access to the curriculum outside and children can learn on a larger more active scale. They have borrowed the large road signs and equipment to practice road safety whilst out in the garden. The number strip is displayed outside and children count the conkers they have collected. Children's inquisitiveness is encouraged as they use magnifying glasses borrowed from the toy library to go on a bug hut in the garden. Children reinforce their learning with a very good range of resources indoors. They have made books from their photographs of the life cycle of their tadpoles and have small plastic toys to represent the changes from tadpoles through to frogs. Children are making exceptionally good progress with communication and information technology. They use the digital camera that is designed for young children to photograph their time at the setting and older children can have some access to the computer for their homework. Children greatly enjoy the story sacks which include books and puppets. For example, 'The three billy goats gruff'. Children extend their storytelling by retelling the story during an outing to Ashridge Forest. The story sack includes additional non fiction resources to extend children's knowledge of trees and forests. Children show a very good awareness of themselves in relation to their place in society and are developing an excellent awareness of the lives of others. The childminder arranged a visit to a nearby Mosque which helps them to value diversity.

All children show an exceptional understanding of the importance of following good personal hygiene routines. Children have a very large tooth brush and set of teeth to practice the correct brushing routine. Their role play area is currently a dental surgery and they have appointment cards to use writing for a purpose. They show an excellent understanding of healthy eating and make healthy choices at snack and meal times. The childminder has good links with the schools the older children attend to ensure that the evening meal complements and is different to their lunch time school meal.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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