

Inspection report for early years provision

Unique reference number	EY302058
Inspection date	13/01/2009
Inspector	Kim Wailling
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2005 and lives with her husband and one child aged two years in St Albans Hertfordshire. The whole of the childminder's maisonette is used for childminding purposes. There are communal gardens for outside play and level access to the family home.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children in the early years age group and four children over five, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder uses her car to transport children. The family has no pets.

Overall effectiveness of the early years provision

The childminder provides an inclusive service because children's individual care and learning needs are known and effectively accommodated with the childminder's routine. Relationships between the childminder and children's parents are good which ensures that children's changing needs are continuously met. All policies and procedures and most records that are required for the safe and efficient management of the Early Years Foundation Stage (EYFS) are appropriately maintained. The childminder has taken very effective measures to ensure improvement following the last inspection and is beginning to develop reflective practice to help her identify the setting's strengths and priorities for development.

What steps need to be taken to improve provision further?

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

- extend a culture of reflective practice and self-evaluation regarding leadership and management to identify the setting's strengths and priorities for development that will improve the quality and consistency of provision for all children
- extend assessment arrangements to include reference to the early learning goals to ascertain children's achievements.

The leadership and management of the early years provision

Children's health and safety is given good attention. For example, they are helped to keep themselves safe as the childminder takes time to explain potential risks to them. For example, informing them when the oven is on and the importance of being extra careful when in the kitchen. Healthy foods are offered at snack and meal times and daily walks are taken which promotes children's well-being. Posters and role play resources are often used with the children to reinforce the benefits of

following a healthy lifestyle. For example, children play shopping games with realistic plastic models of fruit and vegetables and have the opportunity to design and make their own pizzas.

The childminder has created an exciting learning environment for children in her home. Children can choose from a wide range of toys and equipment which are attractively displayed, of high quality and age-appropriate. Books, in particular, have been very carefully chosen so that they represent positive images of diversity.

Information gained from parents about individual children's care needs is regularly obtained. As a result, events in the children's lives such as potty training, are successfully and sensitively managed. Comprehensive and effective steps are taken by the childminder to safeguard and promote the welfare of children. In addition, the childminder keeps herself fully informed about childcare issues such as safeguarding children, by attending relevant training.

The quality and standards of the early years provision

Children's learning is well supported by the childminder who offers children a range of play experiences, planned activities and outings. Role play in particular is very well supported as an exciting range of resources are made available everyday for children to use. For example, older children enjoy creating dens and tents while younger children act out imaginary games using dolls, pushchairs and mini car seats which are satisfying and rewarding to them. Children are encouraged to make decisions and develop independence skills as part of their daily routines. For example, toys are stored at a low level to facilitate choice and tissues are placed within reach of children. Older, school aged, children are given time to play and relax before starting homework tasks which the childminder supervises.

The childminder plans cross-curricular activities such as growing vegetables that encourages children to be active learners. Time is made to extend these projects so that children can build onto experiences and be involved in activities such as making vegetable soups. Children's progress is monitored by use of a tracker system. However, this is not linked to the Early Years Foundation Stage (EYFS) which limits its ability to offer children a consistent and continuous pattern of teaching to support their learning.

Overall children are supported well in every area of their development. Care is taken to ensure that children's home backgrounds are acknowledged. Customs and festivals such as Divali are shared and celebrated enriching the children's knowledge and understanding about cultural diversity. Children have an enjoyable time with the childminder and settle quickly and happily into her care. Many parents have written complimentary references about the high standard of care offered to the children by the childminder.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.