

Inspection report for early years provision

Unique reference number	EY302961
Inspection date	19/05/2009
Inspector	Lynne Kathleen Talbot
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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 March 2005. She lives with her husband and three children aged nine, 10 and 12 years in Welwyn, Hertfordshire. Also resident in the home is an au pair. The areas used for childminding are identified areas of the ground floor and one bedroom. There is a fully enclosed garden for outside play. Access to the childminder's home is via a single step.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide six places for children. There are currently eight children attending part-time hours, four of whom are within the Early Years Foundation Stage (EYFS). Three children attend other settings such as the early years unit of the local primary school and the local pre-school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides extremely well for children within EYFS ensuring that each child is fully included and making excellent progress. They are engaged with activities that take into account each child's stage of development. The provider uses robust systems for assessing risk and safeguarding children. Established procedures for self-evaluation mean that the childminder has a clear overview of her strengths and areas for development and is continually implementing changes to improve outcomes for children. There is a highly effective working partnership with parents and other settings providing EYFS.

What steps need to be taken to improve provision further?

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

- develop the educational programme, with reference to supporting children's knowledge and understanding of the world, with particular reference to cultures and disabilities including visual impairment and methods of communication.

The leadership and management of the early years provision

Comprehensive policies and procedures promote the welfare of children. The childminder has an excellent understanding of issues relating to safeguarding ensuring that she attends regular training to update her knowledge. She extends her knowledge by completing training such as mark-making, inclusion and EYFS. She has also attended a plethora of other courses since her last inspection; this promotes continued development. The childminder completes effective self-evaluation to review her provision and supports this with the use of feedback

questionnaires from parents. An example of change has included the addition of a notice board for parents to read at the end of the day on which daily activities, menus and other news are displayed each day. She uses cohesive methods with parents to ensure there is an effective partnership including weekly e-mail contact, extensive information files and diaries as required. Links with other settings are a key strength. The childminder shares children's progression files with other settings with the full written agreement of parents. This assists children's transition into future education.

Daily and annual risk assessments for the home are completed and all outings undertaken thoroughly assessed. The home and resources are very well-organised in the extensive playroom to ensure that children may self-select materials from low level shelving and large, labelled, opaque boxes to initiate learning. Tables at children's height fosters children's independence. The childminder is committed to ensuring that her practice is inclusive for all families and supports their emerging knowledge of their local community. For instance, they use local Children's Centres and activity groups, visit places of interest such as Willows Farm and use public transport to explore other towns nearby. Children explore festivals regularly such as discussing the Jewish and Sikh faiths, using the internet to research and carry out related activities to those cultures. They have, however, fewer opportunities to have first hand experience of places of worship, a broad range of cultures or methods of support for specific disability such as non-verbal communication or sight impairment. Detailed development files are maintained recording baseline starting points completed by parents, observations, next steps for each child each month linked to areas of development and clear progression. These comprehensive methods fully support children's development.

The quality and standards of the early years provision

Children are offered an inventive range of activities that support them in making excellent progress across all areas of development. Individual learning plans are developed showing each child's identified next steps which are evaluated and reviewed each month. Narrative observations add to samples of works and photographs feeding the folders which are shared with parents. Planning is detailed showing topics, ideas for each week, and areas of learning linked to development matters. This means that planning is able to be individualised for children enabling them to reach their full potential.

Children use problem solving in every activity sequencing items by size and counting during all play activities. For instance, when making a star mobile, children grade their stars by size accurately and when reading books together they eagerly join in the text speaking of bigger or smaller items with confidence. They enjoy themed activities and continued links with their nurseries such as when bringing jars home to make a wormery. They discuss how they will find worms to add to the jars recalling the snails they found and examined talking about their shells and how they placed them on the wall watching them climb. Children clearly benefit from practical experiences that encourage them to explore the natural world.

Children enjoy close contact with activities involving animals and enjoy visiting Willows Farm. They explore the seasons visiting venues where they may see spring flowers later making pots to plant their own, and have taken part in planting seeds and some foods such as cress trying this as a new taste. Children take part in surveys together visiting supermarkets to identify new fruits and vegetables to taste and compare. This activity helps children to broaden their experience and become confident to try new tastes. Children converse easily and with confidence showing a high level of self-esteem. They listen in turn as each other speaks developing social skills for their future. Children love books and reading, they name shapes, colours and animals with ease matching them to animals they have seen in the zoo or parks and joining in with familiar text. This leads them to discuss other countries where they recall previous holidays and anticipate future holidays. They are animated as they talk about hot-air balloons, helicopters and jet aeroplanes as well as animals they may see such as lions. Children clearly are supported to see and hear about the world around them, stimulating their interest and promoting rapid development.

Children thrive because they are in a secure environment. They take part in evacuation routines regularly to develop a sense of personal safety. They learn about road safety each day as they walk when in the community. Children know that germs on their hands make them ill, telling the childminder this, and wash their hands independently counting to 20 to make sure they are thorough. They have a highly developed sense of personal safety and know that they do not speak to strangers. This is helped by the use of poems and stories that the childminder uses with them. They gain an awareness of their own behaviour and enjoy using sticker charts to show positive behaviours. These methods enable children to develop skills that equip them for their future lives.

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?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----