

Inspection report for early years provision

Unique reference number	EY305102
Inspection date	24/01/2010
Inspector	Kim Wailling
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and three children aged nine years, six years and five months in London Colney, St Albans Hertfordshire. The whole of the house is used for childminding purposes. There is a garden for outside play which has level access. The family has no pets.

The childminder is registered for two children in the early years age range and two children over five years on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child within the early years age range on a part-time basis. Overnight care is not offered.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive service to children which is supported by relevant policies and is evident in her everyday practice. As a result, all children are making good progress in their learning and development. Partnership with parents is in place and mostly effective. The childminder has paid good attention to evaluating her provision and keeping herself updated about childcare initiatives. She is therefore in a good position to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems that involve parents in their children's learning and development
- extend risk assessment procedures to include children's use of the garden trampoline.

The effectiveness of leadership and management of the early years provision

Children's care and well-being are well promoted because the childminder puts the individual needs of the children first. All safeguarding reporting procedures are in place and the childminder has ensured that checks have been carried out regarding the suitability of other adults living within her family home.

The childminder has developed a satisfactory relationship with children's parents so that information about children's health and care needs are shared but not always progressed in their learning. However, productive relationships are in place with other early years settings such as the local Children's Centre, which offers many services such as a toy library and toddler groups which the childminder frequently uses.

The childminder has a secure understanding of what constitutes an inclusive service for children which is evident in her planning and child assessment systems. She promotes equality of opportunity and recognises and develops the unique skills and abilities of each child. This includes supporting Spanish speaking children in their home and second language. In addition, role play resources have been carefully chosen to engage children's interest. For example, during the inspection children played contentedly with a mini woodwork bench enjoying using replicate tools.

The childminder has a good understanding of the strengths and weaknesses of her provision. This enables her to make appropriate changes. For example, she is reviewing the effectiveness of her current risk assessment. Since registration the childminder has successfully completed a level three National Vocational Qualification (NVQ) in Childcare and Early Education which has deepened her understanding of childcare issues.

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

Children are offered a varied range of experiences and activities which covers all areas of learning. Alongside the family's garden which has a wide range of equipment such as wooden climbing frame, there is an attractive playroom for children to use. Here, examples of the children's artwork are on display which creates a welcoming and homely atmosphere. Children are offered a balanced range of activities. For example, access to the family computer enables children to develop skills for the future. Alongside this younger children are taken on outings to toddler groups and a local children's farm which further enhances their enjoyment.

Children are valued and their home backgrounds respected. The childminder incorporates aspects of multiculturalism such as celebrating Chinese New Year, into the adult-led activities that she offers children so that they gain an understanding of the wider world. The childminder keeps individual development records for each child in her care so that she can plan the next steps in their learning. As a result, she is in an informed position to identify a child's need for additional support and take appropriate action. However, children's assessment records are not shared with their parents which limits parental involvement in their children's learning.

Attention is given to promoting children's health. The childminder ensures that children are provided with meals and snacks that are balanced and nutritious. Features such as supervised hand washing take place within the daily routine. Here, with younger children, to reinforce the benefits of washing away germs the childminder sings a rhyme and provides each child with a named individual towel. Children's safety is given consideration and risk assessments are used to manage potential risks to children, although currently this does not include children's use of the trampoline. All toys that the children use are kept scrupulously and this combined with the good use of space and safe storage of equipment, particularly

in the designated playroom which also has wheelchair access, means that children can play safely and enjoy their games.

Overall, the childminder has created a happy and well-resourced environment for children of all ages in her family home. Children are secure and content in the childminder's care and make good progress in all aspects of their learning and development.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	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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