

Inspection report for early years provision

Unique reference number	EY305174
Inspection date	07/10/2009
Inspector	Julia Louise Crowley
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 two daughters aged 16 and 11 years. They live in Potters Bar in Hertfordshire. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these, three may be in the early years age group. She is currently minding seven children on a part time basis. Three children are in the early years age range.

The childminder walks to local schools to take and collect children. The childminder is a member of the National Childminding Association. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are adequately met. The childminder has good relationships with parents and information to support and offer the children consistency is shared effectively. Children are sufficiently supported in their learning and development as opportunities to explore using play equipment and materials are always accessible and available to them. Children's welfare is promoted as the childminder has a sufficient understanding of child protection and has recently completed training. However, daily risk assessments are not specific to the setting and are not dated. All improvements needed since the last inspection have been completed.

What steps need to be taken to improve provision further?

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

- provide a risk assessment that identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic and motivated; she effectively accesses courses and training where she has identified an area for development. For example, both first aid and safeguarding training has been recently completed. Although many of

the children are cared for after school, the childminder continues to support their learning and development. She offers them support with their homework and provides creative materials. Observations are completed on the younger children, however, these are not dated, consequently making assessment of the progress they have made unclear. The childminder helps children to settle by asking parents for appropriate information concerning their child's routine and individual needs. Consequently, she has a sufficient knowledge of each child's individual needs.

The childminder effectively maintains the records, policies and procedures which are required; consequently the needs of the children are met. For example, all consent forms are completed by parents and the administration of medicines and accidents are all recorded. Resources are well organised and are all accessible to the children. Toys and play resources are clean, safe and age appropriate, they are stored at a low level so that children can access them safely and easily.

The risk assessment is in place, however, recordings are not dated and specific areas within the childminder's home are not clearly identified. Consequently, potential hazards may be accessible. The childminder has a sound knowledge of child protection issues and is clear regarding her role and responsibilities and of the procedures to follow if she had concerns. This supports children's wellbeing and safeguards their welfare.

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

Children are relaxed and confident in the childminder's care and clearly feel secure and safe. Children develop an understanding of safety and danger as they receive everyday gentle reminders. For example, children know not to climb on the furniture and understand that radiators are hot. The childminder uses books and posters to reinforce safety messages, consequently children learn to stay safe. Children make sound progress in their learning. For example, children learn to mark make with paints, crayons and pens. They enthusiastically play with the toys and other play resources and access them all safely.

Children understand the importance of personal hygiene through good daily routines. Children know they must wash their hands after going to the toilet and before eating snacks to prevent the spread of germs. Effective health and hygiene procedures are in place. The childminder implements these well to minimise the risk of cross infection, consequently children's health is promoted. Children are beginning to learn the importance of good nutrition. They enjoy regular fruit, snacks and drinks provided by the childminder.

Children's individual needs are sufficiently supported. The childminder's enthusiasm for her work and for the children she cares for, is evident. She ensures children's inclusion by being very aware of their individuality, age and stage of development. She adapts activities and uses conversation and explanation to adequately help children to take part and accept each other. Children are recognised as individuals and through the positive attitude of the childminder, begin to learn to respect and

value diversity. They are able to access a small range of toys and books that reflect diversity.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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