

Inspection report for early years provision

Unique reference number	EY311905
Inspection date	12/02/2010
Inspector	Jane Mount
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 October 2005. She lives with her husband and three children who are aged 14 years, 12 years and 10 years. The property is situated in New Barnet, Hertfordshire and is close to local amenities such as shops, parks and schools. The whole of the childminder's home is registered although the ground floor is mainly used for childminding purposes. Bathroom facilities are situated on the first floor. A fully enclosed rear garden is available for outdoor play. The family have one dog, three cats, two rabbits and a gecko as pets.

When working alone the childminder is registered to care for a maximum of six children under eight years, of which, three may be in the early years age group. She often works with another childminder and both childminder's have equal responsibility for the childminding practice. Also, an assistant sometimes works at the setting. When working with another childminder or assistant the childminder may care for a maximum of nine children under eight years of which six may be in the early years age group. The childminder currently has 10 children on roll, all of whom are in the early years age range and who attend on a flexible basis. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is also registered to provide overnight care for one child.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides very effectively for children in the Early Years Foundation Stage (EYFS). Excellent partnerships with parents and carers contributes to the childminder's secure knowledge and understanding of children's individual needs and supports their continued care and development. The childminder understands that every child is unique and children are treated as individuals. Children are safeguarded and their welfare needs are met through the childminder's sound practice and the implementation of some highly effective policies and procedures. Children's learning is purposefully promoted and children are making good progress towards the early learning goals. Processes of self-evaluation to effectively monitor the setting are in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further the use of a system, such as self-evaluation, to monitor and extend effective practice and to ensure continued improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. For example, the childminder has a secure knowledge and understanding of how to protect children and safeguard their welfare. She is fully aware of the correct child protection procedures to follow should she have a concern and consequently children are protected. The childminder has a safeguarding policy in place which is shared with parents and all relevant adults have appropriate background checks completed. Children's safety is paramount and the childminder has been pro-active in ensuring appropriate measures are in place to maintain children's safety. For example, safety gates ensure children do not have unsupervised access to the hallway or kitchen. On-going visual assessments are effective in ensuring the environment remains safe and children are fully protected at all times and written risk assessments are also in place.

The childminder has a clear vision for her setting and strives for continuous improvement. Recommendations made at her last inspection have been addressed and she is aware of her key strengths and the areas she wishes to develop further. She has some processes in place to monitor the setting to ensure the quality of the provision is good. For example, feedback is actively sought from parents and documentation is reviewed on a regular basis. A system of self-assessment to more effectively evaluate her practice has been introduced and the childminder has plans to develop this further. The childminder understands the importance of professional development and in 2009 completed a NVQ level 3 childcare qualification and she updated her first aid knowledge through completing an approved course. She has plans to undertake further training in the near future to ensure she keeps up-to-date with current childcare practices through attending any relevant short courses or workshops.

Documentation required for the safe and efficient management of the setting and to meet the needs of children is in place and overall informative and generally well-organised. Children's care, learning and welfare are promoted because the childminder puts the individual needs of each of the children in her care first. Resources are accessible and developmentally appropriate with the daily routine planned to ensure all children are fully included. The childminder works hard to provide an inclusive environment. For example, she values and appreciates the children in her care and their families and welcomes them into her home. All documentation is well presented and effectively shared with parents. For example, all parents receive a welcome pack and are made aware of the settings policies and procedures. Highly effective settling-in procedures designed to meet the needs of individual children and their families ensure children settle well and feel at home in the childminding environment. Parents are kept fully informed of their children's care, progress and achievements as information is effectively exchanged on a daily basis. The childminder has been pro-active in developing links with other early years settings delivering the EYFS. For example, she has developed positive relationships with the local nursery children in her care attend to ensure children are fully supported and they receive continuity in their care and learning.

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

Children are making good progress in their learning and development as the childminder knows the children in her care well and she uses this information to effectively support their learning. She takes regular observations of children's learning and uses this information when planning future play experiences. She works in close consultation with her co-childminder when doing this. Planning is flexible, is led by children's interests and caters for each child which ensures they receive an enjoyable and challenging experience. She uses the EYFS framework to plan a varied range of activities and play experiences for children. Children are motivated in their play and enjoy their learning as they participate in a mixture of adult-led and child-initiated play with the indoor and outdoor environments used to fully promote children's play and learning. Children's personal, social and emotional development is promoted. For example, children develop social skills through playing with their peers and from an early age children are encouraged to make decisions and independent choices with the resources they play with as the environment is organised with toys and play materials at child height and easily accessible. Children develop secure attachments with the childminder and consequently, are happy and secure in her care. They are learning through activities that engage all their senses and regularly participate in music, rhymes and songs which all help to promote their language and physical development. Regular story times also supports their language and communication skills. Children are able to express themselves creatively and regularly participate in art and craft activities and use a varied range of media such as painting, play dough and cutting and sticking. For example, children enjoy the sensory experience of sponge or finger painting. Some of the children's art work is displayed which develops children's sense of belonging. The daily routine is used to incorporate children's problem solving, reasoning and numeracy skills. For example, children confidently count the stairs when visiting the bathroom and enjoy playing games such as the ladybird game which involves children using their counting skills. The childminder promotes a positive awareness of diversity and through discussion and activities children learn about other countries, cultures and religions. For example, children enjoy dressing up and learning about Chinese New Year and have fun learning other languages such as Mandarin and Spanish. Resources help children develop positive attitudes to others. Children have opportunities to learn about the local community through regular outings such as walks in the countryside or visits to the shops to buy ingredients when baking. Children learn about the environment and enjoy using binoculars to identify visiting birds to the garden or learn about the importance of re-cycling.

The childminder is pro-active in implementing highly effective strategies to promote and safeguard the care and well-being of all the children in her care. Good hygiene procedures are consistently applied. For example, the childminder has a clear sickness policy she follows if children are unwell and regular cleaning of resources and equipment safeguard children's health and minimise the risk of cross-infection. Through discussion children learn about how to stay healthy. For example, they learn about why it is important to wash their hands thoroughly after visiting the toilet or before eating. Children's physical development is promoted

and children develop a positive attitude towards being active while learning that exercise can be fun. For example, they enjoy dancing and keenly participate in music and movement sessions along with regular walks and visits to the park where they can run and climb. Healthy eating is promoted and children receive a nutritious, balanced diet. The childminder works closely with parents to ensure children's individual dietary needs are catered for and children are developing a good understanding of healthy eating as they are provided with a variety of healthy food choices. Through discussion and some activities they learn the benefits of eating healthy foods. For example, during the summer children enjoyed growing a variety of vegetables which they then picked and ate. Mealtimes are used as a time to promote social interaction and to encourage good table manners. Children develop high levels of self-esteem and a sense of achievement as positive behaviour is promoted with regular praise and encouragement from the childminder. Children's behaviour is managed well with clear and consistent boundaries set. Through discussion children learn to respect and co-operate with others and regularly talk about their feelings and emotions. The childminder is a positive role model and secure relationships between the childminder and children enable children to feel safe and valued in the childminding environment. Children's safety is protected and they are developing a good understanding of how to keep themselves and others safe. For example, when out walking they discuss road safety and when travelling in the car understand the importance of wearing seat belts and sitting in the correct car seat. The childminder has an emergency fire plan in place which is practised regularly with the children and therefore children learn how to stay safe in an emergency.

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	1

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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