

Inspection report for early years provision

Unique reference number	EY315322
Inspection date	20/03/2012
Inspector	Susan Parker
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 has been registered since 2005. She lives with her husband and two children under eight years in Waltham Cross, Hertfordshire. The family has tropical fish as pets. The childminder uses the whole of the house, including, the garden, for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early year's age range. She is also registered to care for children over five years to 11 years. There is currently one child in the early years age group attending on an occasional basis. The provision is registered by Ofsted 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 good.

The childminder is very creative in providing fun and interesting activities that meet children's needs. Good communication and good observation systems fully support children's learning and development. Children's understanding of safety and security are very good and their behaviour is excellent. The organisation of most documentation and records support children's good progress. Self-evaluation and reflective practice is effective.

What steps need to be taken to improve provision further?

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

- clarify the procedure to follow in the event of an allegation being made against the childminder in the safeguarding policy
- specify aspects of the environment that need to be checked in the risk assessment record.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and is fully aware of her responsibility to refer any concerns she may have about children's welfare. She has the necessary information to be able to take the appropriate action if she has a concern. A policy shared with parents details most aspects of her procedure, however, the information on what action she would take if an allegation was made, is unclear. Children are cared for in a safe and secure environment, where all adults in the home have been checked to ensure that they are suitable to be in contact with children. A risk assessment has been carried out on all parts of the property and any trips or outings. However, the record of the risk assessment does not include the specific risks. Children are busy and motivated. Their behaviour is

very good, they share and take turns, and work co-operatively together with the childminder, who promotes their self-esteem through praising their behaviour and actions.

The childminder has good partnership with parents, she is very adaptable with her working hours to meet the needs of individual families. She regularly attends local pre-school groups and activity sessions, as well as the Childrens Centres. She has established good links with these settings and participates in sharing her cultural traditions with other parents and providers. This promotes an inclusive setting where children learn about the similarities and differences in themselves and the world around them.

The childminder regularly takes the children into the local community, visits to farms and parks support childrens personal and social skills as they meet new people and have new experiences. These visits and outings are carefully planned for safety so that children are able to explore new environments securely. The childminder provides a good assortment of exciting and suitable toys and equipment. These are rotated regularly and placed in the conservatory or lounge for children to choose and access for themselves. She is very creative and provides lots of exciting craft activities for the children to express themselves and develop good skills. The childminder makes very good use of routines and incidental opportunities to support and promote childrens learning. For example, she joins in with the childrens play-shopping, expanding their thinking by talking about paying for the shopping and asking them to buy some bananas. Conversations flow freely with the childminder teasing out shape and colour names, making learning a playful and fun experience. The childminder manages her time effectively, she uses wide range of resources and space well to provide purposeful and developmentally appropriate learning experiences. Displays of childrens pictures and models create a warm and welcoming environment, that is interesting and conducive to childrens learning and development.

The childminder is motivated to improve her childminding practice through ongoing training and through actively seeking the views of parents. She is developing an effective self-evaluation, which has enabled her to focus on the strengths within her practice and to highlight any areas for improvement.

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

Children enjoy the exciting range of activities and resources provided by the childminder. They benefit from the childminders detailed understanding of their individuality and her creative teaching methods. All children make good progress towards the early learning goals. They are able to access for themselves, the toys and activities they choose within the home. They behave very well as the childminder keeps the children happy and busy. Their own interests, views and ideas are valued which gives the children confidence. For example, children picked up some pine cones, which they brought home and incorporated into their play. Pine cones were put in buggy bags, decorated and displayed and bought at the

pretend shop.

Children's visits to activity sessions, such as, messy activities and music, gives them access to a very wide range of resources which are revised and reflected upon as the children grow and their interests change. A selection of photographs depict children participating in fun experiences and also act as a record of their growth and changing ideas, abilities and interests.

Children enjoy singing songs, playing instruments and acting out the verses. The childminder joins in which encourages their creativity and supports their learning. The childminder observes the children and takes photographs which she uses as an effective record of the children's good progress in their learning and development. Formal assessments and observations are recorded and their individual next steps planned. All children display a strong sense of belonging, and share affection easily with the caring childminder, they have developed warm and trusting relationships with each other and are developing good social skills when they meet new children. They display high levels of confidence and self-esteem, which are the skills which will support them in their future.

Children are happy and settled which is evident from confident behaviour. The childminder sensitively encourages their language development, using a variety of games and activities to promote children's language and understanding of the written word. They display good manipulative skills, as they experiment with tools and different materials in their regular craft and drawing activities. Planting bulbs and vegetables enable the children to develop good practices in their understanding of being healthy, while learning about nature. Discussing the tropical pet fish and visits to the zoo and petting farm, further supports children's understanding of living things. Children benefit from sharing their own cultures and traditions with those of the childminder and her family. They have developed an understanding of each other's individuality and similarities. The wide range of toys and resources are stored at low level so children can choose and access for themselves. This encourages their independence and helps children to develop a sense of belonging, as well as, encouraging their skills.

Children's good health is actively promoted, as they go out for walks and have the opportunities for physical play and outdoor play regularly. Good hygiene procedures are in place to prevent the risk of infection. The childminder incorporates topics on health and hand washing, so that children learn how to live a healthy life style and keep themselves safe from harm or infection.

All children are fully included, in the good range of activities provided. They are making good progress in all areas of their learning and development, and are displaying the skills, which will form a firm foundation for their future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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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