

Inspection report for early years provision

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Inspection date	15/11/2011
Inspector	Emma Bright
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 2006. She lives with her partner and two children aged two and six years in Baldock, Hertfordshire. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The family has one cat.

The childminder is registered to care for a maximum of four children at any one time, no more than two of whom may be in the early years age range. She is currently minding two children in this age group, one of whom attends on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local amenities and attends local groups. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the childminder deploys her resources well and provides a broad range of stimulating learning opportunities for each child. The childminder meets children's individual needs and promotes equality and diversity well. She demonstrates a strong commitment to continuous improvement and has clear plans to develop her service. All of the required documentation is in place to promote and safeguard children's welfare.

What steps need to be taken to improve provision further?

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

- develop the use of information gathered about children's learning so that parents have further opportunities to contribute to the record of their child's progress towards the early learning goals
- improve further the wording to the written consent to seek emergency medical treatment to ensure it is clear.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children procedures and has attended training in child protection. This knowledge is underpinned by a clear policy, which is shared with parents. Children's welfare is effectively safeguarded because the childminder understands her role and responsibilities to protect children. She shares this with parents and ensures good supervision at all times. The childminder is well organised, with clear

documentation and good record keeping promoting the safety and welfare of the children. However, the wording for emergency medical consent is not completely clear to fully ensure children's health in an emergency. The childminder carries out risk assessments to reduce hazards in her home and when on outings, and she ensures children are familiar with routine procedures to promote their safety effectively. All these factors contribute to the childminder safeguarding children very effectively.

The childminder organises space and play resources well to meet children's needs. She has a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's growing skills. The childminder has a clear and realistic self-evaluation process to identify areas for future development. Since the last inspection she has gained a National Vocational Qualification at Level 3 in childcare, which has enhanced her practice so that children have good quality experiences and can make good progress in their learning and development. The childminder is developing links with other providers, enabling them all to work together to support the learning of children when care is shared.

Clear written policies and procedures are professionally presented to share with parents so that they know about the childminding provision. The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure to be left in her care. She places high value on the importance of working with parents and gathers detailed information about children's individual and changing needs. This enables her to take each child's uniqueness into account when planning activities and providing care. Good written feedback demonstrates parents' high regard for the childminder and the service she offers.

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

The childminder takes children's interests and stage of development into careful consideration when planning activities to ensure all areas of learning are promoted. She understands how young children learn and this enables her to provide a good range of experiences and activities to support each child's learning and development. The childminder observes children in their play and takes photographs of them to illustrate the activities they enjoy. This shows how children are making good progress in their learning and development. However, although records are shared with parents, they have fewer opportunities to contribute to these in order to share what they know about children's progress.

Children benefit from the childminder's proactive approach to inclusion and celebrating the diverse society in which they live. For example, the childminder finds out about their home language and they gain awareness of each other's cultures through celebrating different festivals. The childminder provides a relaxed environment where each child is valued and they have opportunities to hear and use their home language at the setting. The children are clearly comfortable in her nurturing care and this enhances their self-esteem and confidence. The

childminder has sound strategies in place to care for children with special educational needs and/or disabilities.

The childminder encourages young children's language skills through effective interaction. She models clear language as they attempt to copy sounds and words without discouraging their efforts so that they can use their growing skills confidently. For example, young children look at pictures and point out monkeys and they competently count five eggs in the bird's nest. Children develop their early literacy skills because the childminder ensures they have lots of good quality experiences to promote these skills. For example, children have access to a wide range of books and visit the local library to choose additional books. This helps to foster children's enjoyment of books and they understand that print carries meaning. Children learn about weight and measurement through cooking activities as they weigh ingredients. They begin to solve problems as they confidently complete jigsaw puzzles and sort small objects for size and shape. These simple activities lay firm foundations for children's future learning.

Children behave well because the childminder has clear boundaries to help them understand about taking turns, which means they all play happily together. Children enjoy lots opportunities for physical exercise in the garden and the local park. They practise a range of movements as they climb, crawl and slide, and they regularly go for walks in the local environment. The childminder encourages children to have a healthy attitude towards food because she makes sure they have balanced and nutritious meals and snacks, and children can help themselves to fresh drinking water to ensure they are well hydrated. The childminder is fully aware of her responsibilities to safeguard children. She helps children to be aware of being safe, both in the home and on outings. For example, they all practise the fire drill so that they know what to do 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

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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