

Inspection report for early years provision

Unique reference number	EY336262
Inspection date	21/02/2011
Inspector	Maura Pigram
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 2006. She lives with her partner and two children aged seven years in Eaton Bray, Bedfordshire. An adult child visits regularly. The whole of the ground floor is used for childminding and there is a bedroom available for rest and sleep. There is an enclosed garden available for outside play. The childminder has a pond which is separated from the children's play area. She is able to take and collect children from local schools and pre-schools. The family has a dog.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very secure and happy with the childminder who recognises the uniqueness of each child. Systems to monitor individual children's progress are in the early stages of development. She works effectively with parents to meet children's welfare needs. The childminder has mostly met the recommendations made at the last inspection and is keen to develop her childcare provision further. She is beginning to evaluate her practice and has identified some areas to develop.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review the risk assessment so that the pond is made safe or inaccessible to children. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).
- 14/03/2011

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

- develop knowledge of the Early Years Foundation Stage so that observations

- are used to plan activities and the next steps in children's learning
- review the culture of reflective practice so that it includes children's views and that of their parents or carers and use this to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is aware of the importance of safeguarding children. She has a satisfactory knowledge of the possible signs of child abuse and the need to report any concerns. She reads relevant safeguarding guidance obtained from the National Childminding Trust and is keen to develop her understanding further. She is aware of her responsibility in ensuring children are safeguarded at all times and has necessary documentation to support her in this.

Risk assessments for all areas including outings have been completed. Since the last inspection the childminder has addressed most of the recommendations raised. For example, there is a clear emergency evacuation policy which children contribute to however the pond remains uncovered therefore is raised as an action in this inspection. However, the childminder has taken some other positive steps to children are safe such as the completion of risk assessments for indoors and outings. In addition, she has divided her garden into two areas so that children do not have access to the pond without an adult. The self-evaluation process is in the early stages of development. She has identified some of areas to develop and is in the process of looking at ways to improve, particularly with regard to assessing and planning.

There is a close but professional relationship with parents. They receive an information pack outlining policies and procedures. The use of photographs, diaries and informal feedback ensures continuity of care. Parents are very pleased with the care provided and comment positively on the effective steps that are taken to ensure their children feel at home. The childminder is aware of the need to build partnerships with other providers delivering the Early Years Foundation Stage. The childminder is taking some steps to ensure she promotes diversity and equality of opportunity. For example, she works very closely with parents to meet their children's individual personal needs. Since the last inspection she has developed her resources so that children can learn about the wider world during their play. These are effectively rotated to suit children's interests. She is mindful of ensuring all children have equal access to resources so that positive steps are taken to close any potential achievement gap between genders.

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

Children make progress with the childminder although there is no assessment system yet in place to help support and promote children's learning and development. The childminder has begun to make some useful observations on individual children and is aware of the need to extend children's learning and development. However, she has not yet developed a system to effectively use the observations so that the next steps in children's learning is identified and used for planning for their continuing development across all six areas of learning.

The children are confident and relaxed when with the childminder who is warm and affectionate. She creates a homely environment where children safely access a varied range of resources that are suitable for their age and stage of development. Children enjoy good relationships with the childminder and their peers. They develop effective skills for the future such as sharing and taking turns while playing games together. They behave well and learn the benefits of considering and respecting others. Mealtimes are social events and good manners are encouraged throughout the day. Children's behaviour is good as the childminder has a calm manner and fully includes children in the setting. For example, their views are valued and they are beginning to show a good awareness of responsibility within the setting such as tidying up resources when they are finished playing with them.

The childminder spends time playing alongside the children and her focus is on their enjoyment. They enjoy imaginative play with animal figures and wheeled equipment such as tractors and diggers. They especially enjoy 'cooking' in the kitchen and the childminder asks open-ended questions that help children organise their thoughts. Children's language skills are particularly well supported. For example, the childminder spends valuable time talking to the children about what they are doing and by reading related stories connected to their chosen play. Carefully chosen books are shared together so that very young children develop their language and understanding such as identifying the names of various animals including dinosaurs. Art and craft activities encourage children's creative development. Recently they enjoyed painting leaves and creating individual pictures which promotes their self-esteem. Since the last inspection the childminder has increased her resources to promote children's understanding of the wider world. For example, she now has a range of small world figures, books and play food. In addition, children enjoy taking part in relevant activities related to festivals such as Diwali and Chinese New Year.

Children learn how to keep themselves safe especially when outside. They learn to cross roads carefully and are aware of the need to stay close to the childminder when visiting parks. They often visit Ashridge Park and Whipsnade Zoo where they can see a varied range of animals and enjoy physical play and fresh air. This contributes to children's good health. In addition, children's health is further promoted through good personal hygiene routines and the varied range of nutritious food which is cooked using fresh ingredients. The close partnership with parents ensures children have a healthy diet and plenty of drinks. Young children regularly attend age-appropriate groups which provide them with the opportunity

to socialise.

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

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children make a positive contribution	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.(Suitability of premises and equipment) (also applies to the voluntary Childcare Register) 14/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.(Suitability and safety of premises and equipment) 14/03/2011