

Inspection report for early years provision

Unique reference number	EY336537
Inspection date	29/06/2010
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 2006. She lives with her husband, who is also a registered childminder, and their two children aged four and six years. The family live in Welwyn Garden City, Hertfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder may care for no more than four children under eight. When working with another childminder at the same premises, she may care for a total of eight children under eight years at any one time. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding seven children under eight. The childminder also provides care for children over eight.

Children regularly go to local parks, play areas, and open areas as well as attending local groups. The family has a pet rabbit and a pet dog. The childminder walks or drives to take children to, and collect them from, local schools. She attends the local toddler group and 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 deploys her resources well to enable children to make independent choices and become active learners. She works well with her co-childminder and they have formed close bonds with the children. She provides a broad range of stimulating and challenging learning opportunities for each child and this enables them to make good progress in their learning and development. The childminder recognises the uniqueness of each child and effectively promotes inclusive practice so that children feel secure and valued. She has established very good working relationships with parents and this ensures children's individual needs are very well met. Partnerships with other settings that the children attend are developing.

What steps need to be taken to improve provision further?

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

- develop effective partnerships with other providers of the Early Years Foundation Stage in order to fully support children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children and ensures that children are safe at all times. She has attended recent training in child protection and is clear about the procedures to follow should she have a concern. This knowledge is underpinned by a clear policy, which is shared with parents, and this means children are kept safe from harm. The childminder is very well organised; all documentation is clear, and records are kept up-to-date. Good record keeping promotes the safety and welfare of the children and underpins the good quality care offered. Risk assessments are clear and detailed to ensure that hazards are identified and minimised; rigorous daily checks further improve children's safety. The childminder carefully supervises children as they play, making sure her home is secure so that children cannot leave unattended.

The childminder has very good relationships with her co-childminder, the children, and parents. She gathers clear information from them so that she knows about children's individual backgrounds, interests, and needs. Very positive written feedback demonstrates that parents have a very high regard for the childminder and the service she provides. 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 and this ensures a smooth transition. The childminder is beginning to develop links to promote partnership working with other providers who also care for the children. This ensures that children benefit from continuity of care and education wherever they are.

The childminder organises space and play resources effectively to meet children's needs; she has a very good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's growing skills. Resources are checked regularly to ensure they are safe for children to play with. The childminder has a good knowledge and understanding of child development and is very experienced. She reflects on, evaluates her practice, and demonstrates a clear commitment to continual improvement.

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

The childminder and her co-childminder have formed strong bonds with all the children attending. She has established a very good understanding of each of the children's personalities and this enables her to provide challenging and stimulating experiences and activities to support each child's learning and development. She takes children's interests and stage of development into careful consideration when planning activities to ensure all areas of learning are very well promoted. The childminder records each child's achievements through a balance of photographs, examples of work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development. Parents have many opportunities to contribute to these records

through daily detailed discussions. This ensures that parents and other carers have full opportunity to contribute to these records in order to share what they know about the children's progress.

Children learn about the world around them and their local community as they visit activity groups and local amenities so that they have good opportunities to socialise and develop relationships with their peers. The childminder encourages children's language skills through sensitive interaction and this enables children to be confident communicators. For example, she uses simple words and phrases as well as body language and lots of smiles to help babies and toddlers to communicate their needs and this effectively supports their emotional development. Children are curious as they observe how the potatoes and strawberries grow in the garden. The childminder develops children's learning by introducing mathematical concepts such as counting and number recognition in their play. They enjoy showing the photographs of themselves and their friends and happily tell adults all about the activity. Children have many opportunities to learn about common technology as they play with mobile phones, battery operated toys, push button activity centre and more complex computerised games. Very young children can fully participate at their level of competence as they benefit from two childminders to help and support them as they discover the world around them. They enjoy books and stories very much, cuddling up with the childminder for a story or to look at their learning journeys and photos.

Children's independence and confidence is promoted as the childminder organises toys and resources where they can access them, allowing them to be active learners and make choices about their play. Children have good opportunities to be creative in a range of art and craft activities, such as painting and making collages from a range of materials. The childminder values their work by displaying it or taking photographs for everyone to see and enjoy. They explore their imagination in role-play, making a cup of tea for the inspector or cooking dinner in the play kitchen for their friend. The childminder provides a fully inclusive environment where each child is valued and they are clearly relaxed in her nurturing care.

Children learn about responsible behaviour; they share and are kind to each other because the childminder and her co-childminder are consistent in their approach and promote positive behaviour. The childminder ensures that children have varied opportunities for physical exercise and they benefit from lots of fresh air on their walks to local amenities. The childminder encourages children to have a healthy attitude towards food and works with parents who provide meals and snacks for the children. She also ensures that all children have independent access to drinks. The childminder helps children to learn how to keep safe, both in the home and on outings; they learn about how to cross the road safely and they know that they should not go in the kitchen or up the stairs without an adult.

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	2

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	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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