

Inspection report for early years provision

Unique reference number	EY340631
Inspection date	04/02/2011
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.

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 has been registered since 2006. She lives with her three children aged 16, 13 and five-years-old in Welwyn Garden City, Hertfordshire. The whole of ground floor of the childminder's house is used for childminding with the bathroom upstairs and there is a fully enclosed rear garden for outdoor play. The family has a pet cat.

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 years age range. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age range, on a part-time basis. The childminder also offers care to children aged over five years to 11 years.

The childminder takes and collects children from the local school. She makes full use of community based amenities, such as, local parks, lakes and parent and toddler groups. The childminder 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 are happy and settled in the childminder's care. She record observations of children's achievements and uses some of this information to plan appropriate activities to help them to progress. She keeps parents informed about what their children are doing and obtains regular relevant information about their needs and routines. The organisation of the setting is good, however, some of the paperwork required for effective care of the children is not in place. The childminder has developed an effective self-evaluation of her practice, and is committed to improving and developing her service through regular training.

What steps need to be taken to improve provision further?

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

- complete a written record of the risk assessment of the premises and equipment at least once in each calendar year (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 11/02/2011

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

- develop further the ongoing observational assessments to inform planning for

each child's continuing development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear policy which explains her responsibilities. She is fully aware of her responsibility to report and record any concerns she may have about children's welfare. She has all the required information to be able to take the appropriate action when necessary. Children are cared for in a safe and secure environment. A visual risk assessment has been carried out on all parts of the property and the childminder conducts daily checks to ensure that the environment is safe for children. However, she has not maintained a written record of this which is a requirement of the Early Years Foundation Stage framework.

The childminder has written a comprehensive set of policies to cover many aspects of her service. These are detailed and well thought out and reflect her actual practice. Resources are well organised and the environment is bright and attractive. Children play in the lounge and in the kitchen area where toys are arranged in low-level plastic containers to enable children to access them independently. The outside area is used in dry weather, and children regularly visit local parks and play areas. The childminder provides a good selection of games and activities which enable the children to make choices, and develop their skills for the future.

Resources, such as, furniture, equipment and toys are of high quality and are utilised well to fully support children's learning. The environment is conducive to learning. The kitchen is decorated with pictures the children have made and posters to initiate discussions. Children can access a good range of books, toys and games which are all within reach at child's height. They also play in the lounge where toys are arranged in low-level containers to enable children to access them independently. The outside area is designed for the children's exploration and safety. Large play equipment is available for the children on a regular basis and they also visit local parks and activity centres.

The childminder actively promotes equality and diversity. She is very effective in ensuring that all children are well integrated. Children who speak English as an additional language are fully supported as the childminder works closely with the parents to blend the two cultures. Children learn about the similarities and differences between themselves, their families and their peers.

Children are encouraged to share resources and develop an understanding of each others needs. The childminder has a selection of resources which reflect the community and she introduces topics with older children about the wider world. For example, a map of the world shows each child's holiday destinations last summer, and also plots where Santa Claus lives. This is a well used resource for initiating conversations between the children.

The childminder exchanges information with parents on a daily basis and shares

with them daily diaries containing a summary of each child's day and a scrapbook with observations and children's artworks. These records show that children are making good progress in relation to their starting points, however, they are not effectively linked to the areas of learning.

A full set of written policies are available to parents which supports the settings procedures. Parents are encouraged to share details about their children's development verbally each day verbally and via daily diaries. Systems are in place to share information about children's learning and development when they attend other settings to ensure continuity. The childminder meets with other local childminders and professionals to keep up to date with current guidelines and improve her practice. The childminder has produced a detailed form of self-evaluation; and has actively sought feedback from parents and children in order to maintain her good practice.

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

Children are happy and contented in the childminder's care. Children show that they feel safe and secure as they display high levels of confidence, choosing their own activities and toys as well as initiating conversations with the inspector. The well-planned organisation of the activities provided reflects rich, varied and imaginative experiences that meet the needs of all children very well. The childminder links her own themes and activities to the ones the children are covering in their other settings. This shows effective partnership working which creates a coherence of learning across different settings. Children are provided with a good range of developmentally appropriate activities. Toys are easily accessible in the home where children can choose and access their own toys and games. Children can safely move between the lounge and kitchen easily and independently. They each have their own cups and go into the kitchen to get a drink whenever they want. Parents and carers are provided with a daily diary outlining children's welfare and activities. This is further supported by scrapbooks containing children's individual creative works supported by comments from the childminder. These comments record children's achievements and milestones. The childminder effectively uses this information to plan activities to challenge children to take their next steps and enable them to make good progress.

Children are confident with the childminder and they discover and voice new words. She talks to them sensitively to encourage their language development. Books are easily accessible and suitable for all children, they choose their favourites and delight in the familiar pictures and words.

Children express themselves as they are encouraged to be creative and experiment using different media, such as, glitter, paper and paint. Regular trips out teach children about the community and the wider world. Visits to the shops enable children to recognise familiar words in shop names and products. They have many opportunities to mark make using a variety of tools and materials. Children learn about other religions and festivals from other countries and cultures through a good range of cooking and craft activities, stories and role play. Children learn to

play together and socialise and the childminder talks to them about sharing resources and taking turns.

Children's good health is promoted as they have the opportunities for physical play and exercise regularly. Good hygiene procedures are in place to prevent the risk of infection as each child has their own named flannel to dry their hands. The childminder incorporates topics on health and hand washing so that children learn how to live a healthy life style. Children's drinks are easily accessible for them and the childminder works with the parents to supply healthy balanced home cooked meals and snacks.

Children learn to keep themselves safe as the childminder talks to them about issues, such as, road safety and gives explanations about safety when they play. A fire evacuation is practised so that children learn what to do in the event of a fire or emergency. Children have developed warm and trusting relationships with the childminder and so feel safe and secure in the setting. They display good levels of confidence and self-esteem which are excellent skills with which to support them in the 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	3
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:

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 and safety of premises and equipment). 11/02/2011

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). 11/02/2011