

Inspection report for early years provision

Unique reference number	EY344071
Inspection date	15/03/2012
Inspector	Susan Ennis
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 registered in 2006. She lives with her partner and three children aged five, nine and 15 years in Potters Bar, Hertfordshire, close to shops, parks, schools and public transport links. The whole of the ground floor, the main bedroom and the first floor bathroom of the childminder's house are used for childminding and there is access to a fully enclosed garden for outside play. The family has two rabbits.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early year's age range and is currently minding three children in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the childminder offers a safe, secure and welcoming environment in which all children thrive and where their development is consistently promoted. The majority of her planning ensures that the children's interests are followed and that they enjoy their time with her. The childminder builds trusting relationships with parents promoting a continuity of care for all concerned. Through reflecting on her practice, the childminder is gaining a picture of her areas for improvement. She demonstrates a high commitment to her childminding and is enthusiastic about making and sustaining improvement.

What steps need to be taken to improve provision further?

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

- analyse your use of observations and assessments to help demonstrate how children's next steps of progress are achieved together with their overall development towards the early learning goals
- develop further the use reflective practise and ensure that the views of parents are fully incorporated.

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies and procedures ensure that children are well protected. The childminder has a detailed knowledge of child protection, having attended additional training to update her knowledge, and has the required contact numbers in place for dealing with concerns should they arise. She ensures that

anyone coming into contact with the children is suitable to do so and ensure that all visitors' attendance is recorded. The childminder has a high level of awareness regarding children's safety when out and about. She carries cards for each child informing anyone that finds them that the children are with a childminder. The cards contain the children's details and the parents contact numbers protecting the children's safety if an incident or accident were to occur. The childminder also keeps a laminated sheet containing her risk assessment on the dash board of the car to remind her of the checks necessary for the use of the vehicle.

The childminder has a thorough understanding of anti-discriminatory practice, enabling her to provide a service which is inclusive for all children and families. She works closely with parents to ensure that she understands each child's background, needs and beliefs. Children's individual development is skilfully promoted because the childminder has effective procedures in place to support and monitor their progress. The stimulating range of available resources is actively used and the child-friendly environment is conducive to children's learning. Children are able to self select which toys they want to play with from the range provided. They can move freely between different areas under supervision. The childminder also makes active use of the local amenities such as the soft play centre and childminder group where the children learn to interact and play alongside their peers.

A close and trusting partnership with parents and carers ensures that all relevant information is shared and a consistent approach given. Detailed documentation ensures that parents are fully informed about the childminder's policies and procedures. Daily interaction and the regular sharing of the children's development files ensures that parents are fully informed about their children's day. The childminder demonstrates an awareness of liaising with other agencies and plans to develop this area of her practice when the children start attending other early year's settings.

The childminder demonstrates a genuine enjoyment for her work. She is committed to improving the outcomes for the children and regularly attends training to update her childcare knowledge. The childminder continually evaluates her daily practice and is pro-active in making changes where she feels they are required. For example, she has stopped preparing an evening meal for the children to enable her to spend more time with them. She reacts positively to the inspection process and plans to use the self-evaluation form as an ongoing tool to highlight her strengths and areas for improvement in more depth. However, as parents are not fully encouraged to share their views, this information is not used to enhance reflective practice.

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

in making good progress across the areas of learning and development. The childminder flexibly plans activities around the children's interests and free play choices. Children develop their independence as they roll up their sleeves and

choose which cutters and tools they want to use with the play dough. The childminder encourages their imagination as they make a birthday cake, relating the number of candles needed to their age. The children incorporate the toy animals into their play making a footprint from a snow fox in the dough. They also use their creativity and language skills as they describe the dough as 'soft and sticky'.

Good quality information is initially gained from parents at the start of the placement telling the childminder about, for example, the children's home routines, likes and dislikes. This information is then used to feed into planning for their progression. The childminder knows the children very well. Each child has a development file in which the childminder makes effective use of observations, photographs and assessments. These enable her to build on what the children know and plan their next steps and stages of development. However, it is currently difficult to see when the next steps are achieved and the children's overall development towards the early learning goals. As a result children's development is not optimally promoted.

The childminder uses her experience and knowledge of child development to plan activities that progress children's learning and stimulate their ideas. They experiment with white boards and markers, learning that a damp tissue makes their pictures disappear. They develop their understanding of the natural world as they go for autumn walks, discussing the seasonal changes that occur and collecting leaves to make a picture at a later stage. They develop their problem solving skills as they pour coloured water from china jugs into china cups showing extreme care when pouring and are very pleased with themselves when finished. Children's emotional development is enhanced as they develop secure and trusting relationships with the childminder and their friends. The childminder acts as a positive role model and assists the children in learning and making the right decisions. For example, when they place a toy biscuit in their mouth, they are distracted by the childminder saying 'we will not be able to hear your beautiful voice with that in their.' She then explains that it is not safe to do this as they may choke. The childminder sensitively helps children learn and understand about the society in which they live. For example, celebrations of festivals, such as Chinese New Year, are built into the planning including opportunities for children to try chicken with fried rice and make dragon models.

Children's health is actively promoted as the childminder takes effective steps to minimise the spread of infection. Children develop a positive attitude to a healthy lifestyle as they; for example, know to wash their own hands after using the toilet and are sensitively reminded by pictures displayed in the bathroom. They are learning about healthy eating and comment that their drink of milk 'is good for you and makes your bones strong'. Children are becoming aware of their own safety as they discuss topics such as road awareness as they make traffic light pictures. They also participate in role play scenarios where they pretend to be the lollypop man helping others cross the road.

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	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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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