

Inspection report for early years provision

Unique reference number	EY344604
Inspection date	16/09/2011
Inspector	Suman Willis
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives with her two children aged 15 years and 17 years and one adult daughter in Welwyn Garden City, Hertfordshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend at any one time. There are currently 13 children on roll, five of whom are in the early years age range. Six children are over the age of eight. The family has one cat and a hamster.

The childminder works closely with the local childminding groups. She visits local childminder and toddler groups and is able to take and collect children to and from local schools and pre-schools. Children are taken on outings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals because the childminder provides a welcoming and enabling environment. The childminder meets the needs of the individual children sensitively because the partnership between her and parents is mostly good. Parents and carers are fully involved in their children's care and learning. The childminder is using self-evaluation systems to good effect. Procedures ensure that areas for improvement are quickly identified and addressed.

What steps need to be taken to improve provision further?

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

- develop procedures for recording accidents/incidents to ensure that confidentiality is maintained at all times.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding children and ensures that correct procedures are followed should she have any concerns. All adults in the house are suitably vetted. In-depth risk assessments ensure that all areas are safe. Resources, such as cupboard locks and stair gates, are effectively used. Children learn about safety through clear boundaries and routines. For example, babies are safely strapped into a high-chair during table-top activities. This enables children to participate fully in all activities free from harm.

The childminder provides an interesting and child-friendly environment, where children feel valued and respected. Photographs of children and their artwork are clearly displayed. A separate room to promote large motor skills is laid out with soft play equipment. A broad range of good quality play materials are available, such as a wooden play house, tents, tunnels, electronic toys, a wooden train set and a variety of games and puzzles. These are appropriately stored so that children can make independent choices.

The childminder's settling-in procedures, such as providing clear routines that children are familiar with, ensure that children settle with ease. Partnership with parents are strong because the daily diary is very effective in sharing information between parents and the childminder. Parents and carers are kept well informed about their children's achievement, well-being and development. Therefore, the childminder helps parents and carers to support their children's learning in different ways. A comprehensive set of documents help to support the organisation of her provision. However, the accident and incident book is not effective in maintaining confidentiality. The childminder is aware of her strengths and weaknesses and constantly looks at ways of further improving her provision. She has addressed the recommendation from last year by ensuring that the attendance record is accurately maintained. This ensures that children continue to stay safe. The childminder seeks support and advice from local groups and updates her training as required. Effective relationships with other professionals involved with the children are well established and contribute well to supporting children's learning and development.

Partnerships are well established between the childminder and parents. This enables the childminder to offer sensitive support for children who have English as an additional language. For example, she has, at hand, sign language cards and a variety of words in languages familiar to some children. This enables the childminder to meet children's individual welfare and learning needs very well.

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

Children are very happy and settled because they are familiar with their daily routine. They understand the safety boundaries which enable them to participate fully in all activities. Children routinely use the garden, and manoeuvre trikes and cars safely, promoting their large motor skills. They use garden tools with ease as they dig and scoop earth. Children enjoy catching bean bags and scarves, developing good hand-eye coordination. Children eat well-balanced meals and snacks provided by parents. They independently access drinks, enabling them to manage their own thirst. Good hygiene practice, such as personal towels, protects children from cross-infection. Consequently, children remain healthy, enabling them to participate fully in all activities.

Children are inspired and highly-motivated to learn because they are fully included in planning their environment and activities. For example, they have been involved in creating and designing a garden which offers a bird sanctuary, compost and a digging area. All activities are planned around the seasons and school terms. The

daily diary is effective in providing the childminder with a wealth of information about the children's progress and their welfare. This enables the childminder to plan activities geared to meet each individual child's need extremely well.

Children are fully engaged and their learning is significantly enhanced because the childminder provides an excellent range of both adult and child-led activities. For example, children's interest in cars is used effectively to teach colour and positioning words, such as 'in front', 'behind' and 'next to'. Excellent methods to promote children's writing skills are used. For example, children draw pictures of cars, which they later post to their parents. Children are animated as they watch the childminder playing with the cornflour and water mixture, which they discover in the sand and water tray. Some children join in with enthusiasm while younger ones observe. Children are becoming excellent communicators as they express themselves through rhymes. They are fully engrossed as the childminder uses pictures to create exciting stories. Counting and problem-solving skills are consistently used to provide challenges in their everyday routine, such as building train tracks and using shapes as stepping stones in the garden. They use creative activities to predict what happens next, for example, mixing colour into cornflour and water. Children competently use electronic toys and know how they work. Consequently, children are making excellent progress towards the early learning goals.

Children's understanding of the wider world is fully extended as they participate in interesting activities, such as making garlands with flowers to celebrate a Pagan festival. Outdoor play provides them with a wealth of knowledge about caring for their environment. Children are motivated to learn through play because the childminder consistently offers praise and encouragement. They behave very well and play together with ease because the childminder is an excellent role model. Older children are involved in making positive rules and the childminder encourages them to behave well so that younger children learn by observing older children. Therefore, children are developing very good skills for the future as they learn to respect and value each other.

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	1
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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