

Inspection report for early years provision

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Inspection date	29/02/2012
Inspector	Jennifer Beckles
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 was registered in 2006. She lives with her husband and two children aged 15 and nine years in the town of Stevenage in Hertfordshire. She is registered to care for five children, three of whom may be in the early years range. The whole of the childminder's house, except the main bedroom, is used for childminding and there is an enclosed garden for outside play. The childminder walks to local schools to take and collect children. She takes children to the local shops and park.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-organised environment and a good range of resources promote children's development well. The childminder uses her good knowledge of the children to support this further. Children's safety is reinforced by a strong portfolio of relevant policies and procedures. Partnerships with parents are effective and support children's learning well; however, the childminder's partnerships with others are less well established. She regularly evaluates her provision and has good awareness of strengths and weaknesses. The childminder is committed to continually improving her provision for the future and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- improve partnerships with other settings, other professionals and with individuals and community groups to support children's development and progress.

The effectiveness of leadership and management of the early years provision

Children are kept safe because the childminder has a good knowledge of safeguarding procedures and all adults are suitably vetted. Children play in a safe environment because all areas of the home, both inside and outside, and all equipment, toys and resources are checked for safety on a regular basis. Children

behave in safe ways because they understand house rules, such as sitting down at meal times and no running indoors. They are well protected because the childminder has a good range of relevant policies, procedures and records, including accident, medication and attendance records.

The environment is carefully organised so that children freely access toys and resources of their choice. The childminder has good insight into the strengths and weaknesses of her provision and has recognised key areas for development. For instance, she plans to attend a course on early years assessment to enhance her provision and improve outcomes for children.

The childminder involves parents in their child's learning by asking them about their child's interests and skills. She uses this information to provide a range of good quality learning experiences. Parents are kept informed of their child's progress in many different ways, such as by email, telephone or meetings. Additionally, they exchange information when they arrive or leave. This means that parents have good opportunities to find out about their child's wellbeing and development. However, there are less established links with others who may be involved in children's learning. This means that there are missed opportunities for others to contribute to and improve outcomes for children.

Children learn to accept and respect difference through stories, play and discussion. Children who have special educational needs and/or disabilities are offered personalised, nurturing care.

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

Children play happily. The childminder plans carefully for their needs and provides a range of engaging activities. Children make good progress because the childminder provides learning experiences that are very challenging. She regularly observes the children to assess their needs and uses this information in her planning.

Children recite number names and learn about technology as they walk on electronic counting mats. They make dough and enjoy moulding shapes from three dimensional material. Children learn about plant growth as they grow seeds in tubs. A wide range of physical skills are developed as children climb, balance, and run on frames, planks and open ground. Children make music with rainmakers, electronic keyboards and trumpets. They select from a wide range of books and enjoy hearing their favourite stories. Children recreate the world around them using small world resources, such as cars, fire engines and railway sets. They use different tools and materials to draw and write on different surfaces. Children make collage from various collections of shapes and paint vibrant pictures. They use technology as they operate enjoyable educational computer games. Children self-select their own toys as all resources are easily accessible to them.

The environment is safe and secure. All toys, equipment and areas are checked for

safety each day. Children help to prevent the spread of infection through regular hand washing at appropriate times. They know to use tissues to wipe their noses and dispose of them hygienically. Children get fresh air and exercise daily through trips to the local park, or by playing on a range of equipment in the childminder's garden.

Relationships are good. Children show consideration towards one another and play together harmoniously. They show good levels of concentration when involved in activities and respond well to challenge. Behaviour is managed fairly. The childminder uses praise to encourage good behaviour and offers explanations of why certain types of behaviour are unacceptable. Children enjoy learning about other cultures through interesting activities and discussion, such as jar decoration for candles during Diwali, or making Indian sweets.

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
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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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