

Inspection report for early years provision

Unique reference number	EY347135
Inspection date	01/02/2011
Inspector	Alison Reeves
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 2007. She lives with her husband and three children, aged 12, 14 and 17 years, in Baldock, Hertfordshire. Part of the ground floor of the premises is used for childminding and there is an enclosed garden for outside play. The childminder drives or walks to a local school and preschool to take and collect children. She takes children to the park, nature reserves, library, indoor soft play areas and educational facilities.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for six children under eight years; and of these, three may be in the early years age group. She is currently caring for five early years age range children on a part time basis. 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.

The childminder provides a broad range of learning experiences for children so they make good progress towards the early learning goals. She has established good relationships with parents and carers thus ensuring children's individual needs are effectively met. The childminder reflects on her practice and has a strong capacity to maintain continuous improvement. All of the required documentation is in place and is well used to promote children's welfare.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to contribute to children's achievement records
- develop self-evaluation to identify specific targets.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder's good understanding of safeguarding issues means she is able to keep children safe and promote their welfare. Risk assessments are routinely carried out to ensure the safety of the home and suitability of any outings. These are regularly reviewed and up dates noted. This means that children are able to move safely and freely around the home. Essential documentation is in place to promote the welfare of children; for example, emergency contact details, medication and accident information.

Children are made welcome in this friendly environment. Resources are stored so

they are easily accessible to children, enabling them to make appropriate choices about their play and learning. Consequently children enjoy their time in the setting, making good progress in their learning and development. The childminder has established effective relationships with parents and carers. She gathers all of the required information so that she understands children's individual needs. Policies and procedures are shared with parents so they are fully informed about the childminding service. The childminder shares important information about children's progress and some parents provide comments in children's learning journey books. This means that parents can become involved in their child's learning. The childminder has kept up-to-date with developments in practice by attending short and long courses, including gaining her National Vocational Qualification. She uses her knowledge of the Early Years Foundation Stage to support children in securing achievements.

The childminder has evaluated her setting and is aware of her strengths and weaknesses. She continually looks for ways to improve her provision for the children and to this end is beginning to set herself appropriate targets. She is considering completing her local authority's quality scheme which will give another opportunity to reflect on her practice and its particular strengths. She has addressed previous recommendations promptly and effectively. For example, she has ensured she has all of the required consent forms completed for each child and has updated her complaints procedure which means that parents are fully aware of the types of activities the children are involved in and how to raise concerns in relation to the welfare requirements.

The childminder offers sensitive support to children and readily adapts activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports her well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are fairly confident and settle well. They show a strong attachment to the childminder and happily invite her to share their play. Children learn to keep themselves safe by practicing the emergency evacuation procedures and learning road safety on trips to and from school. Children are active each day; they crawl and use the sturdy furniture to pull themselves up. They regularly visit the local park and open play spaces giving scope for all the children to be physically challenged by the equipment. They enjoy a variety of balanced meals and snacks that meet their individual dietary needs. Children learn good hygiene routines as the childminder is an effective role model, promoting hand washing before meals and after messy play.

Children communicate well with the childminder and with one another. They play happily together sharing resources and demonstrate their understanding of good behaviour. Children use art materials for mark making and older children use these skills for purpose in role playing games, such as, teachers and schools. Children handle objects exploring shape and texture. They enjoy the musical instruments,

shaking and banging them to make a range of sounds. Children count objects and use words accurately to describe shape and position. Children use cause and effect toys from a young age, pushing buttons to make the dinosaurs appear from the eggs and laughing as they pop up. Older children are competent in use of more complex electronic resources with occasional use of computer games and television. Regular outings help children develop relationships with others and extend the range of experiences. For example, the visit to a birds of prey conservation centre where children are photographed wearing the special gauntlet and having an owl fly onto their arm. The childminder regularly observes children as they play and uses the information to plan for further activities based on the assessment of what she sees. As a result children are making good progress towards the early learning goals in all six areas of learning.

Children behave really well most of the time in the setting because the childminder gives clear explanations and sets appropriate boundaries. She works with parents ensuring the consistent strategy helps children learn how to manage their behaviour. Children are developing a respect for themselves and others and are learning about different cultures and beliefs. This is because the childminder makes effective use of books and resources that reflect the wider world along with activities to introduce new ideas and promote diversity.

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	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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