

Inspection report for early years provision

Unique reference number	EY347439
Inspection date	21/03/2011
Inspector	Jane O'Callaghan
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and two children, aged eight and five years old, on the outskirts of Watford. The whole of the ground floor, upstairs bathroom and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time. The childminder currently has four children on roll and of these three are in the early years age range, none are in the compulsory childcare group.

The childminder collects and takes children to local schools, visits parks and places of interest. She has hamster and goldfish as family pets.

The childminder holds a Level 3 childcare qualification and 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 has an understanding of the learning and development requirements within the Early Years Foundation Stage. Inclusion is promoted and she provides a good range of activities to help children make progress in their learning and development. She works with parents to ensure children are settled and she recognises each child's individual needs, which help them to feel secure. Children's safety is promoted and most documentation is in place to support this. The childminder demonstrates a commitment to continuous improvement, including processes of self-evaluation and identification of training needs.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on the date of review and any action taken following a review or incident.(Safeguarding and Welfare)(also applies to both parts of the Childcare register).
- 04/04/2011

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

- improve systems of observations and assessments of children and record children's starting points and stage of development. Share this information with parents and encourage their contributions.

The effectiveness of leadership and management of the early years provision

The childminder shows a good level of commitment to ensure the safety of all children. This is because her home is safe and secure, so too are the broad range of freely available resources. She displays a good knowledge of child protection issues and detailed procedures and policies are shared with parents. The childminder attends safeguarding courses regularly to ensure her knowledge and understanding of any new procedures are updated and any changes are implemented immediately. The childminder is aware of the circumstances in which Ofsted must be informed and she has risk assessments completed to keep children safe in her home, garden and any outings that they go on. However, the record of risk assessment has no dates of review and any actions taken following an incident and this is a breach of regulation.

An effective partnership with parents is established and the childminder has already received positive written feedback about the care provided through regular questionnaires received. In line with the Early Years Foundation Stage requirements the childminder completes observations of the children participating in a varied range of activities and has begun to record these in the children's learning journeys. Although these do not record children's starting points, observations are not fully completed, stating their stage of development and parents do not have opportunities to contribute to them. Observations are supplemented with the use of photographic evidence and are used to plan future activities for each child. The childminder completes daily diaries for parents to inform them of the activities their children have participated in and how their individual needs have been met. The childminder has started to build links with other providers delivering the Early Years Foundation Stage that the children attend. She shares children's learning journeys and also looks at the planning of the other settings to ensure continuity of care and learning.

The childminder has taken positive steps towards improvement through completing a self-evaluation form. She updates this on a regular basis and identifies her strengths and recognises her areas for future development. The childminder is committed to promotion of equality and diversity, taking into account individual children's backgrounds and personal requirements. A good selection of toys and books that reflect positive images of diversity are an integral part of the children's daily play experiences. This practice helps children build a positive understanding of people who are different to themselves. The children learn about their local and wider community as they enjoy regular outings to children's groups, the library, parks and places of interest.

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

Children are very relaxed and settled in the care of the childminder and spend their time engaged in age-appropriate and varied activities. They enter the setting with enthusiasm and choose from the good selection of toys available to them. The childminder makes good use of the outdoor toys and resources which are accessible to the children in both the grassed and paved areas of the rear garden. For example, the children have a play house which they develop into different role-play settings and bicycles, trampoline, sand pit, sit-in cars and push toys that they also regularly access. Children enjoy developing their imagination as they play with the dolls and pretend that they are poorly. The childminder gets the toy doctor set and the children start to give medicine to them and announce to each other 'mine is better now'. Children reach for the variety of games and choose a board game which they play together. They throw the dice, recognising the numbers on it and move the playing pieces appropriately. The childminder directs them to which way to move.

The childminder has lots of photographic evidence of children doing different activities. For example, completing jigsaws where they learn recognition of shapes and clap as they successfully complete them. The children access a good selection of books that are suitable for all ages and they go to the library to choose ones to bring back for story time. Children have many opportunities to develop their creative skills as they access a range of materials including paint, glue and dough. Other craft resources included in their creative work include children's scissors and small cutting tools. Accessing such resources helps to develop their fine motor skills. The daily activity programme includes exploring the world outdoors. For example, they go on walks to many local places of interest, including the nearby parks and woods where they look at and learn about the world around them. When on such outings, including walks to school, the childminder makes them aware of possible dangers and talks to them about road safety and stranger danger.

A healthy lifestyle is actively promoted. Children learn about the importance of personal hygiene through the familiarity of following routines, such as hand washing and having their own colour coded flannels, towels and drinking cups. The childminder provides nutritious meals and snacks and has a menu to show parents. Individual dietary needs are met and recorded in the children's personal records. The childminder is a good role model for children's behaviour. They play well together, take turns and are polite. She effectively helps children to develop their social skills and gives praise for their achievements.

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:

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 Early Years section of the report(Suitability and Safety of Premises and Equipment)(also applies to Voluntary part of Childcare Register) 04/04/2011

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 Early Years section of the report(Suitability and Safety of Premises and Equipment) 04/04/2011