

Inspection report for early years provision

Unique reference number	EY355193
Inspection date	28/03/2011
Inspector	Veronica Sharpe
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 registered in May 2007. She lives with her husband and two children aged eight and five years in Royston, Hertfordshire. The ground floor of the house is used for childminding and one room on the first floor is used for sleeping. Bathroom facilities are also on the first floor. There is a fully-enclosed rear garden for outside play. The childminder lives within walking distance of shops, parks and activity groups.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time. When working with an assistant she can accept up to six children under eight years at any one time. She is currently minding seven children in the early years age group, some of whom attend on a part-time basis. She also provides out of school care to children in the older age group.

The childminder is a member of the National Childminding Association. She holds a qualification from the National Nursery Examination Board (NNEB) and is currently working towards a Foundation Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and content and enjoy their time in the setting. Systems to observe and assess children's development help the childminder plan varied and inclusive activities based on children's interests. The childminder has good partnerships with parents and keeps them well informed about children's progress. She attends training regularly to keep her provision up-to-date. Systems to reflect on the quality of the provision are not yet fully developed but the childminder has a keen commitment to improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further two-way partnerships with other providers who share care of the children
- develop further systems to monitor and evaluate the quality of the provision in order to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are kept safe as the childminder understands the Local Safeguarding Children Board guidance and has written procedures to follow in the event of child protection issues. Rigorous risk assessments and daily checks of the home help to

ensure children's safety. The childminder is conscientious about children's safety on outings, for example, she has firm boundaries about how far older children can walk ahead. In addition, she has introduced child 'passports' in case of emergencies so each child has their contact numbers easily accessible. The home is comfortable and welcoming with accessible resources so children can make choices about their play.

The childminder has good relationships with parents and keeps them well informed about children's well-being and progress. She has daily chats with parents on arrival or collection and offers a written daily diary where she records what children have enjoyed during their day in the setting. Parents are very positive about the service the childminder provides. They say she is very flexible and friendly and they would be glad to recommend her to other parents. A full range of written policies and procedures keep parents informed about the provision.

The childminder has built informal links with some other providers, such as local schools, but generally partnerships are not yet fully established to aid consistency for children who attend other settings. The childminder has worked with children who have special educational needs and/or disabilities and has recently attended training for the Common Assessment Framework to support her in caring for children with additional health or social needs.

The childminder understands the importance of professional development and attends workshops and training courses frequently to improve and update her skills. She has started to develop systems to evaluate her strengths and any areas of the provision which need further development, for example, she is introducing growing vegetables and fruits to extend children's knowledge of healthy eating.

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

Children are happy and relaxed and enjoy their time with the childminder. They confidently access resources and develop their independence. The childminder is very experienced and has a good understanding of how children learn and develop. She provides a broad and balanced range of activities that take into account children ages and interests. Systems to observe and assess what children can do are well established, including sound systems to share and collect information from parents. As a result, each child makes good progress in their learning and development.

Children have opportunities to explore their local community as they go for walks and visit the park. The childminder takes children to local activity groups, which enable them to socialise and develop relationships with their peers. The childminding garden is well equipped so children enjoy their time in the fresh air, for example, they use varied wheeled toys or play imaginatively in the play house. They play with bubbles, dance with ribbons in the wind and help with practical tasks, such as washing their toys. Children develop their small muscle control with threading or cutting activities and enjoy using craft materials. Counting songs introduce children to numbers in fun ways. Resources, such as, pencils, crayons,

paints and chalks encourage children to experiment and develop their mark making skills. Children's understanding of diversity is promoted well through use of resources, such as, books, puzzles and small world toys. The childminder tells them about festivals from other countries and they celebrate their own personal festivals, such as birthdays or Christmas.

Children eat healthy snacks and access drinks freely. The childminder offers a nutritious cooked lunch as well as afternoon snacks for children attending after school. Good hygiene practice is introduced at an early age so children learn to care for themselves. Children learn about safe practices, for example, they practise the fire drill regularly. Children behave well in the setting as the childminder has high expectations of them. She encourages sharing skills and has clear rules to ensure children play harmoniously together.

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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