

Inspection report for early years provision

Unique reference number	EY364906
Inspection date	29/03/2011
Inspector	Tina Kelly
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2007. She lives in Rickmansworth, Hertfordshire with her husband and two children, aged three and seven years. Children do not generally access upstairs, there is a downstairs cloakroom. The children have access to the secure garden for outside play. There are no pets.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She may provide care for a maximum of four children at any one time, two of whom may be in the early years age range. She is currently caring for three children in the in the early years age group, part time through the week and collects a child from school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminders care. She has established learning journeys to record the children's achievements and is beginning to use the information to plan for the children's progress. Parents are kept well informed about the activities the children take part in and their personal care detail. Comprehensive documents required for the well-being of the children and the smooth running of the setting are in place. The childminder reviews her practice and is committed to improving and developing her service.

What steps need to be taken to improve provision further?

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

- develop the process for self-evaluation to monitor practice and promote outcomes for all children
- ensure children's starting points and their next steps are used effectively to promote children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities in safeguarding children. Information from the Local Safeguarding Children Board is readily available and given to parents as part of the policies and procedures. Children are further protected as they are cared for in a safe and secure environment. A detailed risk assessment has been established and a day to day check list identifies and minimises risk to children. All children have regular opportunities to develop their own understanding of safety as this is incorporated within their play and every day routines. Resources are well organised. Children have free and easy access to a wide range of good quality toys and games. Children sit at child sized tables and chairs for some activities and for snacks and lunch times. Young

children play well together. They share and take turns with good support from their carer. They are beginning to understand that their actions have an impact on others playing nearby. Simple rules are in place to manage behaviour. The childminder is a good role model, she talks to the children and ensures they are aware of what is expected of them. Children are learning good social and communication skills through consistent interaction and language support from their carer.

Comprehensive policies and procedures for the good management of the setting are well established. These are given to parents by email so they are able to refer to them when needed. The partnership with parents is also well established. They provide the childminder with excellent references about the care of their children. Information on a day to day basis is shared via text or email to ensure parents are fully informed about their children's day. This works particularly well when they are unsettled or teething. Parents have free access to the learning journeys that show children are taking part in a wide range of activities. Good links have been established with other early years settings. Parents share the learning journeys from nursery setting with the childminder to ensure a consistent approach to their learning and behaviour.

The childminder is fully aware of the support services provided by the local children's centre. She has attended a range of training opportunities since registration. Recommendations made at the last inspection have been met in full. This has enhanced the safety in the home and the overall progress of the children cared for. She has identified training she would like to attend. However, she has not yet fully established a process to evaluate all aspects of her current practice to enable her to identify priorities and to maximise improvements to her practice and the service she provides.

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

Children build secure relationships and settle well. They develop warm and trusting relationships with their carer and the other children in the household. This contributes to them feeling safe and secure. The childminder provides an inclusive setting. Resources, activities and community events are used to promote the children's understanding of the wider world. Older children's play and learning are well supported with age appropriate resources that are readily available.

Children are making good progress towards the early learning goals. The learning journeys show they have many opportunities for both planned and spontaneous play. Children play well alongside each other. They show great concentration as they play with trains and tracks. All areas of their early learning skills are developed by the childminder as she talks to them about their play options. She encourages counting and reasoning skills in every day play and routines. The young children are developing good personal care skills. They put their socks on and find their shoes and are keen to play in the garden. The childminder uses the early years framework to track their development and plan for their future learning. The learning journeys show all children enjoy a wide range of play

opportunities. Most of the detail is linked to the early learning goals. However, as the children's starting points are not clearly defined the planning for their next steps is not fully effective.

The day to day routines ensures children are learning about a healthy lifestyle. The childminder has signed up to the local authority Safer Food Better Business scheme. Parents are well informed about the children's diet and daily needs through email and text messages. Children enjoy a healthy mid morning snack, they are encouraged to sit at the table and eat nicely. The childminder is very supportive, she talks to the children about foods that are good for them and will help them grow. Children enjoy robust outside play. They are physically confident as they use ride on toys, low level slide and they show excellent skills as they kick and bat the balls around the garden. Children are learning skills that will prepare them for new experiences and extend and develop their future learning.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----