

Inspection report for early years provision

Unique reference number	EY368937
Inspection date	19/11/2008
Inspector	Siobhan O'Callaghan
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in February 2008. She lives with her partner and child aged four years. The family live in Watford, Hertfordshire. The home is close to local shops and schools. The whole of the ground floor is used for childminding purposes, and a bedroom upstairs is provided for children to have undisturbed sleep, toilet facilities are available on the first floor. The premises are accessed by one step leading into the property. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of five children under eight years at any one time. She is currently caring for one child in the early years age group on a part-time basis. The childminder walks to local schools to take and collect children. She attends local toddler groups and childminding support groups. The childminder supports children with learning difficulties and/or disabilities. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children receive effective support and attention which enables them to make good overall progress in their learning and development. The childminder ensures that all children's individual needs are fully considered and met as she works in close liaison with parents to provide secure and continuous care. Children's welfare is promoted through the efficient maintenance of comprehensive policies and procedures which helps to keep them safe. Parents are generally well-informed of most aspects of policy affecting their child. The childminder demonstrates a positive approach to implementing improvements within her practice, this is evident within her commitment to pursuing ongoing training opportunities and within her development of self-evaluation.

What steps need to be taken to improve provision further?

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

- increase opportunities for babies to explore a range of natural materials to support their sensory development
- develop information for parents to ensure that they have details of the emergency back-up childminder

The leadership and management of the early years provision

The childminder is committed to developing her knowledge and skills within early years. Her enthusiasm to attend ongoing training opportunities to promote an inclusive provision for both parents and children has a positive impact on improved

outcomes for children. Since registering as a childminder she has instigated all safety recommendations raised on her first inspection and is beginning to self-evaluate aspects of her provision. Her commitment to working in partnership with parents and carers is a strength, the effective systems to share information and to keep lines of communication open supports most aspects of children's care and progression. However, parents are not currently well-informed about emergency childminding back-up procedures as they do not have full details of the named person offering this service.

The childminder has devised extensive records, policies and procedures to support her in managing her childminding arrangements safely and efficiently. Her thorough risk assessments of the home and outside environment are implemented regularly to ensure that any hazards are quickly highlighted and removed as necessary. Emergency evacuation drills are in place and are continually practised to support children's personal safety and to raise awareness of possible dangers. Children's individual safety and welfare is given due emphasis as the childminder maintains meticulous daily diaries to share and monitor with parents their children's overall health requirements. Children are protected from harm or neglect as the childminder has a good understanding of Local Safeguarding Children Board procedures.

Children's learning and development is effectively promoted through some sound practices. The effective organisation of resources supports all children to be independent and to take an active approach to their learning. Babies confidently access toys and activities at their level and thus develop independence. Children's individual progress is mapped through newly introduced observation and assessment systems, these positive records are complimented with photographs of the children at play and thus demonstrate how they have been busy and happy. The childminder's sound understanding of the early learning goals supports her in planning a stimulating range of developmentally appropriate activities and experiences for the children in her care, although, further opportunities for babies to access a range of natural materials may possibly enhance their sensory development.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Their personal safety is given high importance as they learn about road safety through sharing interactive books with the childminder, as well as learning how to cross roads safely when they walk to and from school each day. Older children are developing an understanding of toys that may be unsafe to little ones, due to small parts posing a choking hazard. Thus, they are developing an awareness of others and understanding that we all have very different needs. The childminder's calm disposition and her sense of fairness promotes positive role model to children, which in turn supports them to respect each other. Children's good health and well-being is promoted through the childminder's positive approach to healthy eating and ensuring that children get regular fresh air, exercise and opportunities to rest throughout the day. Within the garden children access a good range of challenging equipment such as a trampoline, slide and wheeled resources which

help to promote their physical development.

Children have good opportunities to learn and develop through a varied range of activities and experiences. The childminder has a secure understanding of how young children learn as she fully promotes their opportunities to explore and follow their own ideas. Young babies confidently manoeuvre around their environment as they independently select resources from low-level, see-through storage containers. They are delighted to demonstrate how they can pull themselves up with the aid of a walker. The childminder sits on the floor and engages with children at their level thus demonstrating that what they are doing is important to her. The praise and attention that children receive positively supports their self-esteem, which in turn gives them the confidence to try new experiences. Babies are intrigued to play with musical activity centres and demonstrate their pleasure as they move their bodies in time to the music. They enjoy the challenges of placing objects into a tower where they are rewarded with flashing lights and merry jingles. Babies interests in the magnets on the fridge are fully supported as the childminder demonstrates how they can stick and slide these off. This is a fun activity that grasps their attention for quite some time. The childminder values this purposeful play as she allows them to consolidate their learning.

The childminder has developed some informative planning and assessment systems which supports her in delivering a balanced range of activities and experiences across most aspects of children's learning. Their individual progression is recorded against appropriate milestones and thus supports her in monitoring their achievements, or where applicable, any areas where additional support is required. Children are competently challenged as their next steps in learning are considered and planned for. The impact is that children are on the whole engaged and busy at all times. Babies demonstrate that they are happy and secure as they confidently express themselves through their smiles, babbles and gestures. Overall, children are developing important skills that set secure foundations for their later 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.