

Inspection report for early years provision

Unique reference number	EY373093
Inspection date	05/11/2008
Inspector	Hilary Preece
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 registered in 2008. She lives with her daughter aged five years in Hatfield, Hertfordshire. The whole of the childminder's ground floor flat is used for childminding. The building is accessed via a ramp. There is a communal garden available for outside play.

The childminder is registered on the Early Years Register and Childcare Register to provide care for a maximum of five children under eight years at any one time. She is currently minding two children in the early years age group on a part-time basis and one older child. The family has a cat and a goldfish. The childminder is a member of the National Childminding Association and attends local groups for children.

Overall effectiveness of the early years provision

The childminder uses her previous nursery nurse training and experience of caring for children as a solid foundation on which to develop her knowledge and understanding of the Early Years Foundation Stage (EYFS) and processes for self-evaluating her practice. The setting is organised so that activities are appropriate to children's needs and all children can participate. Children are recognised as individuals, they enjoy warm relationships with the childminder and consequently feel valued and secure in their environment. Currently, arrangements for involving parents and monitoring the progress that children make in their learning and development are not fully effective.

What steps need to be taken to improve provision further?

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

- develop ways to involve parents/carers and any other agencies in children's learning development
- carry out a full risk assessment for each type of outing
- observe and reflect on children's spontaneous play in order to develop their curiosity.

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

- undertake sensitive observational assessment in order to plan to meet young children's individual needs 30/11/2008
- obtain written permission from parents before administering medication to children (also applies to both parts of the Childcare Register). 14/11/2008

The leadership and management of the early years provision

The childminder is developing a useful system for monitoring her practice through self-evaluation. She is beginning to review her policies and procedures to ensure they are relevant to the EYFS. She has a positive attitude to improving her own skills through appropriate training and learning opportunities. This contributes to the setting's capacity for improvement.

The childminder has due regard for Local Safeguarding Children Board procedures. She is able to protect children from harm or neglect because she has secure knowledge of identifying signs and symptoms of abuse and procedures for reporting any concerns. She maintains a safe environment for children in her care. She is beginning to develop regular risk assessments to ensure safety standards are maintained within the home but these do not extend to outings. This means children could be at risk from hazards when out in the community.

The childminder provides parents with sufficient information about the service and regular feedback on children's daily care routines. Arrangements for working together with parents to support children's learning and development are less well developed. Records and documentation to support the childminder in promoting the outcomes for children are generally well maintained but some lack sufficient detail. For example, written permission for the childminder to administer medication has not been obtained.

The quality and standards of the early years provision

Overall, children are provided with a safe and welcoming environment with access to appropriate toys and resources. There are some effective practices that contribute to positive outcomes for children. They are encouraged to lead healthy lifestyles by learning about good hygiene and enjoy the benefits of regular exercise and physical activity. The childminder encourages children to eat a balanced diet where individual dietary requirements are respected. They learn about keeping themselves safe through regular routines such as tidying up toys after use so they do not trip over them and are helped to understand the importance of keeping safe near the road. Children are supported in managing their behaviour and understanding its consequences on others. They learn to respect the differing needs of other children around them through discussion with the childminder.

The childminder plans some appropriate activities, outings and routines that reflect children's interests and support their learning and development across the areas of learning of the Early Years Foundation Stage. However, plans are not based on informal observations and assessments of children's individual needs which means their full potential may not be realised.

Children develop confidence in the setting and are self-assured because the childminder successfully builds warm, positive relationships with them. They show some independence in exploring their surroundings and making choices in their play. They show curiosity and interest when discovering new things but this is not always recognised or extended by the childminder so some spontaneous learning opportunities are missed.

Children have some independence when selecting toys and equipment from toy boxes on the floor. They develop appropriate skills in numeracy, communication, language and literacy, and technology through using resources such as a children's laptop. The childminder helps them to count, recognise colours and encourages early mark-making and writing. Children explore some elements of cultural diversity by learning to count in French. Babies respond well to books. They enjoy the experience of sharing a book together and are keen to vocalise their thoughts and turn the pages. These skills help set secure foundations for 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.