

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY376355        |
| <b>Inspection date</b>         | 28/01/2009      |
| <b>Inspector</b>               | Ann Marie Cozzi |
| <b>Type of setting</b>         | 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 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 2008. The childminder is registered to provide care for a maximum of five children at any one time, two of which may be in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group.

The childminder lives with her husband and two children who are eight and three years, in Hatfield Heath, Hertfordshire. Access to the property is on one level, there is a small step in to the home and there is a downstairs toilet. The whole of her premises are used for childminding and there is a fully enclosed garden available for outside play. The childminder organises her daily routines around collections and school visits. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a caring environment where children feel secure and enjoy a suitable range of learning experiences. However, the systems for monitoring children's progress and planning their next steps in learning are ineffective. There are some weaknesses in risk assessments. The childminder has started to undertake some evaluation and monitoring of her service. At the start of placement all relevant information is gathered from parents and carers this ensures that no child is disadvantaged.

## What steps need to be taken to improve provision further?

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

- develop further sensitive observational assessment in order to plan to meet young children's individual needs
- develop a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

- undertake a risk assessment which identifies aspects of the environment that need to be checked on a regular basis: take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment, also applies to the voluntary and compulsory parts of the Childcare Register)

11/02/2009

## **The leadership and management of the early years provision**

The childminder has undertaken some of the required training and is in process of undertaking the rest. All appropriate checks have been undertaken. She has developed a wide range of written policies and procedures most of which are implemented in practice. For example, information regarding complaints is clear and ensures that parents and carers are made fully aware of the procedure. The organisation of the provision is satisfactory and the childminder demonstrates a sound understanding of her role and how to promote children's welfare within the Early Years Foundation Stage. Since registration the childminder has begun to undertake a review of her provision, however, it does not yet fully promote a culture of reflective practice.

Some systems are in place to keep parents and carers informed about their children. These include informal discussions about children's learning, how children have spent their time whilst with the childminder and relevant care issues. Liaison with other providers delivering the Early Years Foundation Stage is developing this will promote continuity of children's care and learning.

Children are safeguarded because there are suitable child protection policies in place and the childminder is aware of her responsibilities to protect children through her practices, these include her awareness of child protection issues. Most records are accurately maintained, although, risk assessment are limited. For example, whilst there is a risk assessment in place covering works being carried out on the property, there are no risk assessments to identify potential everyday hazards children may come into contact with. The good health of children is promoted through the daily routine, for example, older children are given gentle reminders to wash their hands at appropriate times and all children are provided with a balanced range of foods including fresh fruit.

## **The quality and standards of the early years provision**

Children make satisfactory progress in their learning and development. This is because the childminder has a sound understanding of the Early Years Foundation Stage and how children learn and develop through play. She ensures that activities are non-stereotypical and accessible to all children, for example, her attention to preparation of resources for babies ensures they can easily access resources. The childminder makes informal observations of the children, however, this information is not secure in order to accurately assess their next steps in learning and to reliably inform the planning of future activities in order to challenge children's learning effectively. This has the potential to limit children's progress towards the early learning goals at the end of the Early Years Foundation Stage.

Information gathered at the start of placement from parents and carers enables the childminder to provide enjoyable learning and development experiences which meet each child's individual needs. Policies and procedures are sound and inclusive for those children who attend and made available to parents and carers. Behaviour management includes clear and consistent boundaries and strategies which are

appropriate for each child's level of understanding and maturity. This encourages children to learn to behave in ways that are safe for themselves and others. However, as a result of the lack of risk assessments children are not protected from potential hazards, for example, the use of baby equipment which is inappropriate to children's developmental stage. Children explore and investigate their environment, for example, they show delight when the toy they are playing with makes a noise when a ball is put into one of its holes. Children are provided with activities and play experiences that assist in promoting their enjoyment of learning, for example, the colourful exciting programmable toy that makes different noises.

Babies have plenty of opportunity for physical activity as they crawl around the setting exploring their environment and the resources within it. Older children have access to a wide range of outdoor play equipment in the rear garden. Children are encouraged to adopt healthy habits this is promoted by a range of healthy options in their diet. Language is developed through singing songs, sharing stories and general conversations throughout the day. The childminder is skilled at using facial gestures and intonation in her voice to help younger children develop interactive communication skills. Whilst children play she talks to them about numbers, shapes and colours. Children are able to work both independently and in co-operation with the childminder. They are active learners this is in part promoted by the organisation of the setting as it provides them with opportunities which enable them to make choices and decisions independently.

## 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

|                                                                                                             |   |
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| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 3 |
| How well does the provision promote inclusive practice?                                                     | 3 |
| The capacity of the provision to maintain continuous improvement.                                           | 3 |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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](http://www.ofsted.gov.uk)

## 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 the early years section of the report (Suitability and Safety of Premises and Equipment)

11/02/2009

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 the early years section of the report (Suitability and Safety of Premises and Equipment)

11/02/2009