

Inspection report for early years provision

Unique reference number	EY380997
Inspection date	01/12/2010
Inspector	Sheila Harrison
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 2008. She lives with her husband and two children, aged three years and one year, in a three storey house in Hoddesdon. She uses the whole of the house for childminding and there is an enclosed garden for outdoor play. The family have two cats and a pet rabbit.

The childminder is registered to care for four children under eight years at any one time on the Early Years Register and is registered on both the voluntary and compulsory parts of the Childcare Register. There is one child with currently attending with varying attendance patterns within the early years age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The childminder promotes an inclusive, healthy and safe environment where she responds to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Children benefit from the effective partnership with parents. A portfolio of information contains the required documents to ensure the smooth running of the childminding provision. The childminder is beginning to reflect on her own practice and is proactive in extending her knowledge and skills.

What steps need to be taken to improve provision further?

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

- reappraise the environment to which children are being exposed and make necessary adjustments to secure their safety at all times, with reference to the use of the second floor for sleeping children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded due to the effective procedures for identifying any child at risk of harm and liaising with the appropriate child agencies. The childminder understands the Local Safeguarding Children Board procedures and parents are well informed of the childminder's processes. Children are cared for in a secure environment with most hazards suitably assessed and well documented. Although, a minor risk linked to the emergency evacuation procedure connected with the use of the second floor for sleeping children has not been fully identified. Risk assessments are reviewed when new children join the childminder and account is taken of their age and stage of development. Children's records required for the safe and efficient management of the childminding provision are in place

and well managed.

The childminder has established a positive vision for her service. She reflects on her practice and has a commitment to continuous professional development. The childminder uses her membership of the National Childminding Association to ensure her practice is of a high standard and her procedures follow the most recent advice. She uses the early years development worker and the local children's centre to appraise her service and accurately recognises the strengths of the setting. Recommendations from other statutory bodies such as the Local Authority Environmental Health Department are quickly followed to ensure the highest food hygiene standards. She is developing a good understanding of the Early Years Foundation Stage and has undertaken a well planned programme of ongoing learning opportunities to ensure that her skills are consistently updated.

The childminder has developed a strong and effective relationship with the parents and there is a good two-way flow of information, knowledge and expertise. She ensures that the needs of all children are met and parents are well-informed. Parents are informed of their child's comfort and achievements through daily text messages and photographs. There are daily diaries and parents are encouraged to contribute their comments on their child's development at the beginning and end of the day. Regular review meetings are held to ensure parents are fully involved in the setting. The childminder takes action quickly on any requests or remarks.

Children's learning is well supported as the childminder organises her time to give them ample individual attention. The childminder provides a welcoming environment and ensures the furniture is suitably arranged to help very young children develop their early standing and walking skills. The accommodation and plentiful play equipment is well organised to allow the children a positive choice of resources. The childminder is well aware of children's likes, dislikes and current stage of development through the regular observations and sensitive settling procedure. This information helps the childminder to provide an individualised service with realistic expectations of the children. There are ample exciting resources to interest the children and help their development. The childminder attends a toy library for additional toys and ideas.

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

Children are making good progress in their learning and development. Assessment is detailed in their learning journeys which contains examples of their work, photographs and thorough observations. These are linked to the Early Year Foundation Stage which includes the areas of learning, development matters, and the plans for the children's next steps. The childminder is skilled at promoting positive attitudes to learning, ensuring that every child is suitably challenged by the experiences provided. Her calm approach and warm and playful interactions motivate young children well and help them to make progress. Children's emerging language skills are advanced through their interest in singing, books and stories. Their physical development is supported as they use the large play equipment in the activity park to learn to balance and climb.

Children are developing strong and positive relationships with the childminder and each other. The childminder provides ample toys and sensitively encourages the young children to share. Children take part in the community in which they live by visiting local toddler groups. They are learning to care for other living creatures as they are encouraged to be very gentle with the pet rabbit and on their regular visits to the zoo. Children are beginning to be aware of the similarities and differences of others as they play with a wide range of resources depicting positive images. Children are picking up information on sign language as they occasionally enjoy watching television programmes that positively represents disability.

The childminder is effective in supporting children's good health and well-being. They enjoy healthy and nutritious meals and snacks each day which offer variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for. There are secure infection control measures and the childminder models good hygiene practices. Children benefit from access to the fresh air and exercise in the garden in the summer and in the winter they have regular trips to the local park. They are learning to keep themselves safe as the childminder ensures that she always walks on the road side of the pavement and children stay on the inside, either in the buggy or holding her hand. She gently reminds them on the stranger danger rules for outings.

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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