

Inspection report for early years provision

Unique reference number	EY381569
Inspection date	12/05/2009
Inspector	Diane Mary O'Neill
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 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 and lives with her husband in the town of Royston Hertfordshire. The childminder's home is situated on a side road with easy access to the property. Children may access all areas downstairs and an upstairs bedroom for rest periods. There is a secure garden for outside play. The childminder has two cats as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged six to 10 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. 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 has adequate knowledge of each child's individual needs and promotes most aspects of their welfare and learning within the Early Years Foundation Stage with reasonable success. This means children make reasonable progress, given their age, ability and starting points. Children are safe and secure at all times and enjoy learning about the world around them. The partnership with parents is positively encompassed however, that with the local schools and other agencies involved in children's care is not so good. The childminder has not fully incorporated a self-evaluation system to identify future development.

What steps need to be taken to improve provision further?

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

- develop further the process to self-evaluate and monitor the practice and systems in the setting, recognising how these processes can extend effective practice and help improve outcomes for children
- develop regular two way flow of information with parents and between other providers to support the care and developmental needs of children
- ensure procedures are in place for the clear identification of children's learning needs to enable their starting points and further progress to be established.

The leadership and management of the early years provision

The childminder has a positive attitude to the care and welfare of children. She takes reasonably positive steps to ensure the areas used by children are safe and secure. This is achieved through the regular carrying out of risk assessments. She ensures that she provides play materials and resources which will enable children to learn and have fun.

The childminder has clear policies and procedures which adequately reflect her practice. She ensures these are readily available to parents. They have time when they arrive and when collecting their children to share any relevant information, such as their child's daily routine or any achievements they have made. This effective working partnership enables parents to feel confident that their children's needs are met and goes a long way to help them to be included and informed. However, the childminder has not become fully aware of the importance of having partnerships with others who may be involved in the children's care. Therefore, there may be missed opportunities to further expand children's learning and development through this communication network not being in operation.

The childminder is fully aware of her responsibilities to ensure children are protected from harm or neglect. She has all relevant guidance, policies and procedures which reflect the outlines laid out by the Local Safeguarding Children Board. She has attended further training to develop her own knowledge and understanding in the protection of children.

The childminder has not yet developed a system to enable her to self-evaluate and monitor her own progress and areas for improving outcomes for children. Through this weakness children's learning outcomes may be compromised.

The quality and standards of the early years provision

Children are provided with adequate chances to play both indoors and outdoors and have access to an array of resources to assist them in their learning and development within the Early Years Foundation Stage. The childminder varies the play opportunities for children enabling them to enjoy lots of different play and learning experiences. For example, children learn about bugs and where they live, and their learning is further supported by activities that link into the theme. For example, children enjoy drawing spiders and talking about their happy and sad faces. They learn about their world through jigsaws, books and trips out within the local community or to toddler groups. Their physical play is expanded through trips to local parks and recreational facilities. Children have good opportunities to develop their communication and language skills through the interactions and conversations they have with the childminder.

The childminder creates a reasonably safe, secure and hygienic environment for children by carrying out daily visual risk assessments. The children learn to wash their hands at certain times throughout the day and individual towels limit cross infection. The childminder works closely with the parents to ensure all children's

needs are met. For example, she obtains information about their dietary requirements, sleep and rest patterns and any medication or medical needs. All required documentation is in place to record accidents and the giving of any medical assistance, which are all shared with the parents.

The childminder has not been minding for very long and is just beginning to put into practice her planning and observations. She has developed a photograph album, sheets to record more adult led activities, a more formalised observation and links these to the early learning goals. The childminder has not fully developed a system for the obtaining of information regarding children's starting points. Therefore, children's progress and the inclusion of more challenging opportunities to enable them to further their understanding, development and learning may be compromised.

Children are fully included in activities and where needed these are adapted to meet individual needs. Children take part in topics which help them to learn more about the diversity of their world and resources such as, books help with this process. Children are beginning to learn to share, take turns and respect one another and with gentle reminders from the childminder they are beginning to understand the simple house rules which are in place.

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?	2

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?	2
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

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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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