

Inspection report for early years provision

Unique reference number	EY387456
Inspection date	25/11/2009
Inspector	Susan Ennis
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 2009. She lives with her husband in Stevenage, Hertfordshire. The whole of the childminder's first floor flat is used for childminding and although there is no garden children will have opportunities for outside play. The family has no pets.

The childminder is able to provide care each weekday during term time and school holidays. She is registered to care for two children in the Early Years Foundation Stage. The childminder provides care on each weekday during term time and during school holidays. She is registered on the Early Years Register to care for a maximum of two children in the early years age group and is currently minding three children on a part time basis in this age group. She also offers care to children aged five to eight years and this provision is registered on the compulsory part of the Childcare Register. There are currently two children on roll in this age group. Children on the compulsory part of the Childcare Register share the same facilities as those on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and generally safe environment for all children and ensures that all are included and supported. Children make sound progress in their learning and development because the childminder's flexible approach to planning generally meets their individual needs. Activities are adapted to enable all children to participate and enjoy their time at the setting. The childminder has taken limited steps to evaluate her practice but demonstrates a growing awareness of the practice required to promote the individual needs of the children and has the capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop use of starting points to establish where children are in their learning and development(Assessment arrangements) 09/12/2009
- develop use of observations, assessment and planning to show children's progress towards the early learning goals and to highlight any areas of concern or further challenge (Assessment arrangements) 09/12/2009
- ensure that daily attendance records are maintained for all children (Safeguarding and welfare). 09/12/2009

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- ensure that appropriate fire detection and control equipment and procedures are suitable, refers to the position of the fire blanket and the practising of the fire drill
- develop a system of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for improvement.

The effectiveness of leadership and management of the early years provision

The childminder generally has appropriate policies and procedures in place to ensure that all children are protected. For example, she is aware of the signs and symptoms of abuse and ensures that all people coming into contact with the children are suitable to do so. However, as accurate records of children's daily attendance are not in place, children's welfare is compromised. The childminder has devised an emergency fire drill but as this is not regularly practised, herself and the children may not be fully aware of what to do in an emergency. Children move freely around the premises because the childminder takes sound steps to minimise the hazards. Daily visual safety checks are carried out as well as annual risk assessments of the premises and garden. However, as risk assessments are not in place for all outings attended by the children their safety is potentially affected.

The childminder generally updates the parents about their child's welfare and development by using verbal communication and daily diaries to promote consistency. She also shares special moments regarding the children by texting and sending photographs to the parents involving them in their child's day. Parents are encouraged to share any concerns they may have and are made aware of the childminder's policies and procedures including the complaints procedure. The childminder shows an awareness of liaising with other agencies and generally works in partnership with them and the parents to benefit the children in her care.

Children's individual development is generally promoted because the childminder has sound procedures and resources in place to support, monitor and evaluate their progress. The available resources are suitably used and the all inclusive, child friendly environment is mostly conducive to children's play and learning. For example, rotation of the resources caters for younger children's shorter concentration span and ensures that the children are provided with a stimulating environment. The childminder also makes active use of the age-appropriate toddler groups in the area to broaden children's experiences. She wants to improve the outcomes for the children in her care and demonstrates a commitment to sustainability. The childminder has started to identify the areas of her practice that require improvement and responded positively to all feedback at the inspection. However, as limited self-evaluation is currently taking place potential priorities for further development are not clearly identified.

The childminder has a positive understanding of anti-discriminatory practice,

enabling her to provide a service which is inclusive for all children and families. She works with the parents to ensure that she understands each child's background, needs and beliefs. Children are actively encouraged to recognise differences and respect diversity by, for example, playing with a range of resources reflecting the diverse society in which we live and discussing any issues as they arise.

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

The childminder offers a sound range of opportunities to support the children to make satisfactory progress in the areas of learning and development. Her flexible approach to planning ensures that the children have a choice of what to play with and that occurrences such as good weather are made the most of. For example, children enjoy going to the park to feed the ducks developing their knowledge and understanding of the natural world. The childminder later extends the activity as they look at books containing animal pictures, discussing the noises they make as they do so, further developing the children's listening and language skills. However, the planning does not currently show all the areas of learning covered by the activities or the differentiation for individual children's next steps. The childminder is generally aware of where the children are in their development and is starting to use observation and assessment procedures to demonstrate their achievements. However, at present there is limited information about children's starting points and the current systems do not sufficiently show children's progress towards the early learning goals. Therefore, areas of concern or for further challenge are not highlighted and children's development is not optimally promoted.

The childminder generally ensures that there is a sound range of both adult led and child initiated activities that are adapted to ensure that all those attending can participate. For example, when carrying out a creative activity older children are supported more verbally whilst younger children are supported with a more hands-on approach. The childminder uses her sound childcare knowledge to support all children in their play and gives clear instructions in an age appropriate manner. When children start to hold a crayon the childminder shows them the correct grip and encourages them to copy. They soon demonstrate their understanding and growing physical skills. The childminder enhances the learning experience by encouraging them to choose which colour of crayon they would like to use next and discusses the names of the colours to further encourage the children's language skills. Children's creative development is encouraged as they enjoy moving to music and action rhymes with a current favourite being 'Row, row, row the boat'. They are starting to use their problem solving skills as they stack tumblers on top of each other working out which size goes where and squealing with delight when the tower falls over.

Children are clearly settled with the childminder and demonstrate this by going to her for a comforting cuddle when they start to feel tired. They are encouraged to use appropriate behaviour and the childminder, who acts as a positive role model, helps them make the right choices. Their health and welfare are positively promoted as the childminder takes steps to minimise the spread of infection and

develop children's understanding of healthy eating by, for example, giving them a variety of fruit for snack. Children are also gaining an understanding of protecting themselves and the safety of others. They discuss road safety issues when out and about and know not to climb on the furniture back at the childminder's house in case they fall and hurt themselves.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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