

Inspection report for early years provision

Unique reference number	EY398873
Inspection date	10/11/2010
Inspector	Susan Parker
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with her partner and one child aged 4 years in Hertford, Hertfordshire. The whole of the ground floor of the childminder's house is used for childminding along with the upstairs toilet and bathroom. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five 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 range on a part-time basis. She is also registered to care for children over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local toddler groups and childrens centres. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder gains a good understanding and knowledge of each child's individual needs through observations and good links with parents. This ensures that she successfully promotes all aspects of children's welfare, learning and development. However, children's learning records are not fully developed. Children's safety and security are a priority and the children adopt good practices when learning about keeping themselves safe while exploring the world around them. The childminder has not yet developed an effective system of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further the observational assessments to inform planning for each child's continuing development
- develop further the system for evaluating the early years provision in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children. She ensures that her robust policies, procedures and practice are consistent with the latest guidance from the Local Safeguarding Childrens Board. She ensures that children are kept safe by supervising visitors at all times. She uses appropriate explanations to enable the children to develop a good

understanding of how to keep themselves and others safe. Risk assessments are carried out regularly. The childminder ensures that the children are safe by assessing and any possible risks or hazards that the children may come into contact with. Even very young children are able to remember how to evacuate the premises when a fire drill is being carried out.

The childminder has completed relevant training courses and is aware of developing her knowledge with future training. She is currently studying towards an NVQ level 3 and intends to continue expanding her knowledge and qualifications. The childminder is successful in taking steps to close any achievement gaps through well planned activities which stimulate the children's interest and maintain their concentration. Children learn through meaningful activities about the wider world and openly discuss the similarities and differences in people, places and cultures.

The childminder is beginning to develop a system for evaluating her practice, however, this is not yet fully effective. The childminder has a selection of references from parents which give high levels of praise for the childminder's provision. Parents are fully aware of the activities and experiences their children participate in, as information is shared daily. Babies and young children have a daily diary which also includes information on sleeping, feeding and toileting. The childminder is aware of the importance of working in partnership with other settings that the children attend.

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

All children are well integrated and they all make good progress towards the early learning goals. The childminder has embraced the Early Years Foundation Stage principles which promote good outcomes for children in their welfare, learning and development. She provides a good range of toys, games and resources that are used creatively to promote children's learning. The childminder also uses external resources well, such as local parks and farms and toddler groups, to support children's all round development, social skills and understanding of equality and diversity. The childminder gains a good understanding of the children's individual needs, abilities and interests through regular observations and records these with photographs and annotations. These 'Learning Journeys' are used for each child to show examples of their work, photographs and some detailed observations.

Children feel safe and secure in this setting where they learn how to avoid risk of harm to themselves and their friends. For example, two young children trying to use the same baby walker are reminded gently to take turns. Any trips or outings that the children go on are visually risk assessed and all possible precautions are taken by the childminder, to ensure that children can explore and learn in safe environments.

Children adopt healthy lifestyles as they wipe their hands and face before and after eating healthy balanced snacks and meals. They access physical play in the garden

or in local parks and play areas where they can master their climbing and balancing skills. Children's good health, safety and well-being are promoted by the secure knowledge of the childminder and supported by consistent implementation of the policies and procedures, individual to this setting.

Children learn about the wider world through a varied selection of activities. They learn about battery operated toys and games and caring for animals. They learn about the similarities and differences between themselves and others. They love to share and talk about their special photographs and 'Learning Journeys'. This is very effective in promoting children's language and communication skills.

The childminder manages children's behaviour sensitively. This promotes their feelings of self-esteem and is a major factor in promoting children's confidence to try new challenges and to sustain good levels of learning. She creatively provides a well-balanced selection of activities to enhance children's progress in all areas of learning. Children are encouraged to choose activities and are given the time and encouragement to explore these.

The children are very confident and the childminder is skilled in encouraging the children to talk about what they are doing and what they think may happen next. They develop very good social skills. Even from a very young age, children learn to share and to wait patiently for their turn. Their understanding of number and problem solving expands each day as they construct using mega blocks and the childminder talks about the size, shape and colour. Children enjoy choosing books for themselves from the low level book shelves. They also see some familiar words displayed around the home and practise mark-making and early writing skills using a variety of tools and materials. The childminder has a good knowledge of how children learn and introduces activities where the children can extend and develop skills, which are very effective in supporting children's learning and enables them to make good progress in all areas of their learning and development.

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	3

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	3
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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