

Inspection report for early years provision

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Inspection date	23/04/2010
Inspector	Maura Pigram
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 and works alongside his wife as a co-childminder. They live in Rickmansworth, Hertfordshire, close to shops, parks, schools and public transport. The whole of their home is used for childminding. There is an enclosed garden for outside play.

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. When working with another childminder at the same address he may care for seven children under eight years of age. He also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and their homes.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is warm and caring and works closely with his co-childminder. This ensures he has a mostly well developed knowledge of each child's needs so that welfare and learning can be effectively promoted. They dedicate their home and time to the children's enjoyment and promote an inclusive practice. He has close but professional relationships with parents and works effectively with them to share valuable information that promotes children's welfare and learning. The childminder is committed to developing his practice and recognises how to bring about improvement that benefits the children.

What steps need to be taken to improve provision further?

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

- develop further the system for sharing information about children at the point of admission, by learning about languages used in their home environment
- review the culture of reflective practice so that it includes co-minders, children's and parents or carers views and use this to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the legal duties and responsibilities with regards to child protection issues which promotes children's welfare. All required documentation including comprehensive records of children's

achievements are maintained to an extremely high standard and are mainly completed by his wife. Information regarding children's needs is gathered before children start although home languages are not included in this procedure.

The childminder and his co-childminder create a safe and secure environment and help children learn about safety both indoors and out. A visitors' book and regular evacuation procedures ensure children know what to do in the event of an emergency. Detailed risk assessments are carried out for all aspects children may come into contact with. The childminder and his co-childminder are dedicated to meeting children's needs. For example, they recently changed some of their equipment resulting in the provision of high quality resources which are suitable for the ages of children to support their learning and development. The childminder takes responsibility for the maintenance and the thoughtful storage of the equipment so that children are well stimulated. The environment is carefully maintained so that it is conducive to learning. The close partnership with parents and others delivering the Early Years Foundation Stage contributes effectively to ensuring information is shared and used to promote children's achievement and well-being. The childminder mostly has a good knowledge of children's background and their interests which is effectively used to ensure children settle in easily and consistency of care is promoted. He maintains a friendly but professional relationship with parents. They receive plenty of feedback through daily diaries, daily discussions and review meetings in their own homes. Parents are encouraged to share their children's achievements and to become involved in their children's learning.

The childminder self-evaluates through discussions with his co-childminder enabling some targets for improvement to take place. However, they have not yet identified their individual strengths and areas to develop in the monitoring process. Views of parents and children are obtained although are not yet used in the self-evaluation. The childminder shows that he is committed to developing his knowledge of childcare and education. Since registration he has completed training in the Early Years Foundation Stage, safeguarding, mark-making, and diversity. These help develop his skills and practice as he effectively implements knowledge gained. In addition, he reads relevant training materials that help him develop ideas in observing and supporting children in their learning.

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

Children enjoy their time with the childminder and demonstrate a strong sense of security as many of the children have been attending since they were young babies. The environment is dedicated to the children's needs and interests. For example, the broad range of stimulating resources are easily available and rotated according to children's learning needs and interests. The calm and caring childminder is attentive to their needs and spends quality time with them so that they become active learners. Children happily play independently or with their peers, in particular they enjoy playing with the childminder. Requests to help build jigsaws, train tracks and to read stories are immediately met. They discuss the various types of trains and sort pieces of train track, using language such as

'curved', as they work together to construct a complex track. Praise and encouragement promote children's self-esteem and ensure they develop a positive attitude to learning. Suitable strategies such as the use of stickers and reward charts ensure children learn how to manage their own behaviour.

Children develop at their own rate, making steady individual progress in their learning and development because the childminder and his co-childminder are competent in supporting their learning. Detailed observations are completed by the co-childminder who is in the process of ensuring her husband develops these skills so that the next steps in children's learning is promoted. There are planned, purposeful play and exploration opportunities, both in and out of doors, with a balance of adult-led and child-led activities that fosters active learning. Children have good opportunities to explore their senses using materials such as paint, craft materials, water, sand and compost. Recently they enjoyed planting a wide variety of vegetable and flower seeds. Discussions take place about the growing process which introduces children to aspects of healthy living and promotes children's language and understanding. Ideas gained from training are effectively used to ensure learning and development is promoted. For example, cosy areas are created indoors and outdoors to encourage children's early reading and writing skills. Cooking activities also regularly take place which introduces children to a range of mathematical processes. Children's understanding of the wider world is effectively promoted through the use of a treasure basket containing items from around the world and regular walks within the local environment.

Children learn how to keep themselves safe through various activities such as role play and discussions when playing outdoors or walking in the 'Aquadrome'. They adopt good personal hygiene routines and have a healthy lifestyle, they thoroughly enjoy the provided nutritious home cooked meals such as casseroles. Dietary needs are known and younger children are able to rest or sleep according to their needs in a quiet bedroom.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

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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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