

Inspection report for early years provision

Unique reference number	EY401715
Inspection date	31/05/2012
Inspector	Jane Mount
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 November 2009. She lives with her partner and children aged 12 years, nine years and eight years in Croxley Green, Hertfordshire. The whole of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have three 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. There are currently two children attending, who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. 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 satisfactory.

Most aspects of the Statutory Framework for the Early Years Foundation Stage are met by a childminder who is developing a sound knowledge of the framework. The childminder works closely with parents to ensure children's individual needs are met and an inclusive environment is provided. Children are happy and secure in the childminder's care and their welfare is safeguarded. The childminder provides a varied selection of play experiences to enable children to make progress in their learning, although systems for observing and assessing children are not yet fully effective. A process to closely monitor the quality of the provision is in the very early stages of development.

What steps need to be taken to improve provision further?

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

- make sure a procedure for dealing with concerns and complaints from parents is in place and keep a record of complaints and their outcome (Safeguarding and promoting children's welfare) 15/06/2012

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

- develop further children's observation and assessment records to ensure they link with the Early Years Foundation Stage and use these more effectively to plan the next steps in a child's developmental progress

- develop further a quality improvement process, such as self-evaluation, to closely monitor and extend effective practice and to ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

The environment in which children are cared for is safe and children's welfare overall is protected. The childminder has a sound knowledge of how to protect children from harm. She has a safeguarding children policy in place and all household members have had relevant background checks completed. The childminder has a clear understanding of issues relating to safety. She ensures positive steps are taken to keep children safe, such as using safety gates and door protectors. Children's records and documentation, including most policies required for the safe and efficient management of the setting, are in place. However, the childminder has not ensured there is a procedure for dealing with concerns and complaints from parents. This is a specific legal requirement and potentially, children are not fully safeguarded.

The childminder has worked hard to become familiar with the Statutory Framework for the Early Years Foundation Stage. She is generally aware of her key strengths and the areas requiring further development. She seeks verbal feedback from parents and does informally review her policies. However, a system such as self-evaluation, to more closely monitor her practice and to have a beneficial impact on children's welfare, learning and development is still in its infancy. The childminder understands the benefits of professional development and has attended some early years short courses. She wishes to continue to develop her skills and knowledge and has identified further training to complete in the near future. This will bring about further improvement to the provision and outcomes for children.

The childminder welcomes the children in her care and their parents into her home. She understands the importance of working with parents to ensure children's individual needs are met. She provides an inclusive and child-friendly environment with developmentally appropriate resources, which are easily accessible to children. Parents are kept informed about their children's care and daily achievements as information is exchanged on a regular basis. Clear settling-in procedures help children to quickly feel at home. The childminder has begun to work in partnership with others, such as developing links with a local children's centre. She demonstrates a positive attitude and awareness to liaising with other early years settings delivering the Early Years Foundation Stage to promote the integration of care and education.

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

Children experience a range of play experiences which broadly cover the six areas of learning. There is a mixture of adult-led and child-initiated play with simple observation, assessment and planning systems in place. However, these are in the

early stages of development and do not clearly link to the Early Years Foundation Stage to show how children are progressing. Also, the information is not yet effectively used to plan future activities and play experiences, to ensure individual children are supported fully in their learning. From an early age children are able to make some decisions and independent choices in their play with many resources at child-height and easily accessible.

Through their play, the childminder engages children in conversation to develop their language and story times also helps to support children's early communication skills. Children enjoy looking at books with the childminder or making different animal noises when playing with the zoo and farm animals. Children learn about the local community through outings, including visits to local children's parks and toddler groups. When out walking they discuss the world around them such as looking for aeroplanes or birds in the sky. Children participate in some art and craft activities to promote their creative development, including drawing and painting. They are beginning to enjoy the sensory experience of play dough on their hands when rolling and cutting it into shapes. They are encouraged to use their imaginations, such as when they play with the trains and cars.

The childminder has strategies in place to promote children's health. She keeps all areas of her home clean and effective nappy changing routines ensure the risk of cross-infection is minimised. Through discussion and support from the childminder, children are beginning to learn simple personal hygiene routines, such as making sure they have clean hands before they eat. Healthy eating is promoted and the childminder works with parents to ensure children's dietary requirements are taken account of. Children are developing an understanding of healthy eating as they are encouraged to eat fruit and vegetables. Children participate in a varied range of activities, which contribute to their physical health and fitness, such as playing in the garden and jumping on the trampoline.

Children's safety is protected and they are beginning to develop an understanding of how to keep themselves safe. At home, children are learning how to stay safe through their play and when out walking they learn about road safety. Behaviour is dealt with in a positive manner with clear boundaries set, which are consistent and appropriate to the individual child's level of understanding. Positive relationships between the childminder and children enable children to feel secure in their surroundings. Regular praise and encouragement from the childminder promotes children's sense of security and belonging.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make sure a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) 15/06/2012