

Inspection report for early years provision

Unique reference number	EY408901
Inspection date	11/10/2010
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 2010. He lives with and works with his wife, who is also a registered childminder, and their two children aged four and seven years. The family live in Welwyn Garden City, Hertfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder may care for no more than four children under eight. When working with another childminder at the same premises, he may care for a total of eight children under eight years at any one time. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. He is currently minding seven children under eight. The childminder also provides care for children over eight.

Children regularly go to local parks, play areas, and open areas as well as attending local groups. The family has a pet rabbit and a pet dog. The childminder walks or drives to take children to, and collect them from, local schools. He attends the local toddler group and is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good working relationship with his co-childminder and they have established close bonds with the children. He plans and provides a broad range of stimulating and challenging learning opportunities for each child. This encompasses their individual learning and development skills and enables children to make good progress towards the early learning goals. The childminder recognises the uniqueness of each child and successfully promotes inclusive practice so that children feel secure and valued, and this enables all children to make independent choices and become active learners. The childminder is developing partnerships with other settings that the children attend. He is beginning to develop an effective system for evaluating the early years provision.

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 evaluating the early years provision in order to maintain continuous improvement
- develop further the partnerships with other providers of the Early Years Foundation Stage in order to fully support childrens learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of his role in safeguarding children and has attended recent training in child protection. He ensures that children are safe at all times and is clear about the procedures to follow should he have a concern. This knowledge is underpinned by a clear policy, which is shared with parents, and this means children are kept safe from harm. The childminder is very well organised; all documentation is clear, and records are kept up to date. Good record keeping promotes the safety and welfare of the children and underpins the good quality care offered. The childminder has training in first aid and has had a recent experience in resuscitating a child successfully.

Risk assessments are clear and detailed to ensure that any risks to children are identified and minimised. Good explanations and rigorous daily checks further improve children's understanding of keeping themselves safe. The childminder and his co-childminder supervise children as they play, making sure they explain to the children how to use tools and equipment safely, promoting their independence and awareness of avoiding getting hurt.

The childminder has very good relationships with his co-childminder, the children, and parents. Clear and concise information about children's individual backgrounds, interests, and needs is recorded. This forms a base from where the childminder observes the children and provides activities to enable all children to make good progress towards the early learning goals. Very positive written feedback demonstrates that parents have a very high regard for the childminder and the service he provides. Clear written policies and procedures are professionally presented to share with parents so that they know about the childminding provision. The childminder is sensitive to children's individual personalities when settling them into his home and this ensures a smooth transition. The childminder is beginning to develop links to promote partnership working with other providers who also care for the children. This is beginning to ensure that children benefit from continuity of care and education in all settings that they attend.

The childminder organises space and play resources effectively to meet children's needs. He has a very good understanding of children's individual abilities and this enables him to provide play experiences and activities to support each child's growing skills. Resources are rotated and checked regularly to ensure they are safe for children to play with. The childminder has a sound knowledge and understanding of child development and works closely with his very experienced co-childminder. He is beginning to evaluate his practice, however, this has not been updated since registration. The childminder demonstrates a clear commitment to continual training to improve outcomes for all children.

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

Children have formed strong bonds with the childminder. He has established a very good understanding of each of the children's interests and abilities and this enables him to provide challenging and stimulating experiences and activities to support each child's learning and development. He takes children's interests and stages of development into careful consideration when planning activities to ensure all areas of learning are very well promoted. The childminder records each child's achievements through a well-documented balance of photographs, examples of work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development. Parents have many opportunities to contribute to these records through daily discussions. This ensures that parents and other carers have full opportunity to contribute to these records in order to share what they know about the children's progress.

Children learn about the world around them and their local community as they visit a variety of activity groups and local amenities and have many opportunities to socialise and develop skills and relationships with their peers. The childminder encourages children's language skills through sensitive interaction and this enables children to be confident communicators. For example, he uses simple words and phrases as well as body language and lots of smiles to help children communicate their needs and this supports their emotional development. Children are confident as they choose activities and invent their own games. Very young children show great skill as they manoeuvre the brick trolley around the room, avoiding obstacles. Older children use many resources to develop their mark-making skills from making cards and pictures to using the 'magic sketch pad'. The childminder develops children's learning by introducing mathematical concepts such as counting and number recognition in their play. Children proudly show their art work and photographs of themselves and their friends and happily tell adults all about the activity. Children have many opportunities to learn about common technology as they play with mobile phones, battery operated toys, push button activity centres and more complex computerised games. Very young children can fully participate at their level of competence as they benefit from two childminders to help and support them as they discover the world around them. They enjoy books and stories very much, cuddling up with the childminder for a story or to look at their learning journeys and photographs.

Children's independence and confidence is promoted as the childminder organises toys and resources where they can access them, allowing them to be active learners and make choices about their play. Children have good opportunities to be creative in a range of art and craft activities, such as painting and making collages from a range of materials. The childminder values their work by displaying it or taking photographs for everyone to see and enjoy. They explore their imagination in role play, such as cooking dinner in the play kitchen. Children also show good levels of problem solving such as discovering how to climb on the toys or furniture. The childminder is very effective in distracting unsafe actions and redirecting the children to suitable climbing equipment in the garden or local parks. This enables the children to gain in confidence and skills in a safe environment. The childminder

provides a fully inclusive environment where each child is valued and they are clearly relaxed and feel safe in his care.

Children learn about responsible behaviour as they share, take turns and are kind to each other. The childminder and his co-childminder are consistent in their approach and promote positive behaviour. The childminder ensures that children have varied opportunities for physical exercise and they benefit from lots of fresh air on their walks to local amenities. The childminder encourages children to have a healthy attitude towards food and works with parents who provide meals and snacks for the children. He also ensures that all children have independent access to drinks. The childminder helps children to learn how to keep safe, both in the home and on outings where they learn about how to cross the road safely and know that they should not go in the kitchen or upstairs without an adult.

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

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	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

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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