

Inspection report for early years provision

Unique reference number	EY411976
Inspection date	14/12/2010
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.

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Description of the childminding

The childminder was registered in June 2010. She lives with her husband and two children who are four years and two years of age. The property is situated in Abbots Langley, Hertfordshire and is close to shops, parks and schools. All areas of the property are included in the registration although the ground floor is mainly used for childminding purposes. Toilet facilities are situated on the first floor. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The registration is for a maximum of four children under eight years at any one time, with no more than two children in the early years age group. The childminder is currently caring for a total of six children, of which, five children are in the early years age range and one child who is in the later years age group.

Overnight care is not included in the registration and the family have no pets. 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.

The childminder is developing a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and is generally implementing it well. She works closely with parents to ensure children's individual needs are met but has not yet developed links with other early years settings where children attend to fully promote the integration of care and education. She provides a varied range of play and learning experiences although processes for observing and assessing children and effectively planning the next steps in their learning are not yet fully developed. Processes for monitoring the setting to ensure continued improvement are in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further children's observation and assessment records and use these more effectively to plan the next steps in a child's developmental progress
- develop further a regular two-way flow of information between other early years settings where children attend
- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice and to ensure continued 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 is protected. The childminder has a secure knowledge and understanding of child protection issues as she has attended a safeguarding children course. She ensures all relevant household members have had background checks undertaken and she has a safeguarding policy in place which details what she would do if she did have a concern. The childminder is conscious of safety and has taken suitable measures to protect children. Safety gates are fitted to prevent children accessing the kitchen or stairs unsupervised and a written risk assessment details how potential hazards are minimised to keep children safe.

The childminder is keen to provide a quality service and she is generally aware of her key strengths and the areas requiring further development. She has begun to implement a system of self-evaluation to review and evaluate her practice to ensure continued improvement but this is still in the very early stages of development. She understands the benefits of professional development and has attended several workshops and early years short courses since registering as a childminder. She wishes to continue to develop her skills and knowledge through regularly attending courses. Children's records and documentation including policies required for the safe and efficient management of the setting are in place and informative.

The childminder organises her daily routine to ensure children's needs are met and the environment is welcoming with resources accessible and developmentally appropriate. She welcomes the children in her care and their parents into her home and understands the importance of working closely with parents to provide an inclusive environment. She has a portfolio to share information with new and prospective parents and ensures she obtains important information about children's daily routines and needs when a child first attends the setting. Information is then verbally exchanged on a daily basis and daily diaries are used to share information when children are very young. Effective settling-in procedures ensure children settle well and feel at home in the childminding environment. The childminder demonstrates a positive attitude and awareness to liaising with other early years settings children attend to promote the integration of care and education although she has not yet begun to develop effective links with the local pre-school, nursery or school to ensure children are fully supported.

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

Observation, assessment and planning systems are in the early stages of development and have not yet been fully implemented to ensure children are making good progress towards the early learning goals. However, the childminder is beginning to know the children in her care well and she uses this information to support them in their learning. There is a mixture of adult-led and child-initiated play which overall covers the six areas of learning and is generally led by children's

interests. From an early age children are able to make decisions and independent choices because the environment is organised with resources at child-height and easily accessible. Regular visits to toddler groups and creative play and music groups further promotes children's learning and enhances children's opportunities to develop social skills. The childminder supports children in their play, engaging them in conversation, such as when they look at books together. Children have opportunities to learn about shape, colours and numbers. Their counting skills are encouraged within the daily routine, such as, counting the steps when going up and down stairs or weighing ingredients when cooking. Children are developing confidence at expressing themselves creatively and enjoy participating in a variety of art and craft activities. The childminder promotes a positive awareness of diversity and the wider world and children are able to access some multi-cultural resources which help them to develop positive attitudes towards others. Children learn about the environment and the local community through regular outings and walks.

The childminder has strategies in place to promote children's health. She has a policy regarding illness which she follows if children are unwell and effective nappy changing procedures minimise the risk of cross infection. Through informal discussion older children are beginning to learn simple personal hygiene routines, such as, the importance of washing hands after visiting the bathroom or before eating. Children are developing an understanding of healthy eating as they are encouraged to eat a variety of fruits and vegetables. Children's individual food preferences and dietary needs are taken account of by the childminder who works with parents to ensure children receive a healthy, balanced diet. Children are developing a positive attitude towards being active as they are encouraged to develop their physical skills. They have opportunities to play in the garden and have regular visits to the park as well as participating in music and movement sessions. Children's safety is protected and they are developing an understanding of how to keep themselves safe. They are aware of the need to hold the childminder's hand when out walking and at home understand they must not climb on the sofa as they may fall and hurt themselves. The childminder has an emergency fire evacuation plan in place which she practises with children so they begin to learn about how to stay safe in an emergency. Positive relationships between the childminder and children enable children to feel safe and secure in their surroundings. Children are encouraged to share and take turns and their behaviour is managed well due to the childminder setting clear boundaries. Regular praise and encouragement promote children's sense of achievement.

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

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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