

Inspection report for early years provision

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Inspection date	02/08/2011
Inspector	Suman Willis
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 2011. She has grown-up children and grandchildren and lives in Welwyn Garden City, within walking distance of schools, parks and shops. The childminding takes place on the ground floor of the property. There is an enclosed garden available for outdoor play, with access to a large playing field via a locked gate. There are no pets.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding six children on a part-time basis in this age group. The childminder also offers care to children aged over eight years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to various toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because the childminder organises activities and resources to promote children's learning and development. Children's individual needs are met by the childminder, who works in partnership with parents and schools; this enables the children to settle quickly and feel secure. Procedures to monitor children's progress are mostly used to good effect. Self-evaluation is generally used to monitor and review procedures, which ensures that strengths and areas for improvement are identified.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation to include views of parents and children to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve further the arrangements so they clearly link to planning experiences that are tailored to meet children's individual needs and which extend their knowledge of other cultures and beliefs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder demonstrates a good understanding of safeguarding procedures. She has completed training and knows who to contact should she have any concerns. The childminder also has a clear

safeguarding policy and procedure. Children's safety is very well promoted because the childminder is very observant and skilful at monitoring their movements. For example, she calmly gives verbal instructions and guides a three year old off the trampoline safely. Children explore their environment with ease as they move freely between the lounge, conservatory and garden. They wear sun hats and regular sun cream is applied, which protects them from the sun. All documents and resources to maintain children's safety are used to good effect. For example, risk assessments are carried out regularly and the childminder demonstrates a very good understanding of the importance of carrying out regular fire drills so that all children know what to do in case of an emergency. The childminder has developed a system to self-evaluate and uses this effectively to identify any training needs. However, the system does not reflect the views of parents or children, and this limits the childminder when making effective improvements for children.

Children make good progress towards the early learning goals because the childminder provides an interesting range of activities and resources. Children have access to a broad range of good quality toys and play materials for all ages and abilities. These are used effectively to promote equality and diversity through free play. The childminder prepares all activities prior to children arriving, which enables her to be fully engaged with the children at all times.

The partnership between parents and the childminder is good. The childminder seeks important information about the children's likes and dislikes and about their developmental stage, which enables the children to settle quickly and with ease. The childminder values the importance of liaising with the children's schools and shares information both with the schools and parents to extend children's learning.

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

Children are given every opportunity to learn through exploration because all areas used by them, inside and outside, are very well organised. A very good range of toys and play materials, such as, a pirate ship, small wooden toys, a miniature house with good quality furniture, and books, are readily available and children are free to move them from inside to outside. This enables children to choose freely and make independent choices, which helps to promote their confidence while extending their learning. Children's individual learning journals are well maintained and contain records of observation, photographs, assessments, and these are effectively shared with parents. However, the childminder does not use the children's assessments to plan for their next steps. This means that they are not always fully challenged.

Children use every opportunity to increase their knowledge of the adult world as they engage in role play, which is provided throughout their play area. For example, they make ice cream using sand and water and the garden. They have access to a home corner, both inside and outside, and learn to use a range of tools, which promote their ideas of how home appliances work. They use a variety of interesting materials, such as, bright coloured feathers, felt and little furry balls to create collages, and this helps to develop their small manipulative skills as they

use the glue stick and pick up the small items to stick. They show pride in their achievements as they are warmly praised. Children learn about shapes and sizes as they compare differences between triangle and square shapes cut out of felt.

Children's knowledge and understanding of the world is increased as they show interest in planting beans and the childminder talks to them about how they grow. The childminder follows this activity through by reading a book about a magic beanstalk, which continues to hold the children's interest while building on their knowledge. Children learn to count as they play games. Toddlers are fully supported by the childminder so that they can actively participate in all games. Children are confident and relate well to the childminder as they sing while washing their hands. Older children are encouraged to develop their reading skills as they bring books home from school and the childminder reads with them, which also helps them to feel secure.

They are fully engaged and enjoy playing in the garden. They are developing good physical skills as they happily bounce around on the trampoline. Four-year-olds confidently use the swing while toddlers enjoy swinging safely in the arms of older children. They have easy access to a range of bat and ball games.

Children behave very well because the childminder provides a very calm and caring environment, enabling them to feel safe and secure. They have settled into the childminder's home with ease and approach adults confidently. They are developing their knowledge and understanding of different cultures and beliefs through play. However, children's learning about other festivals is less well supported because these are not always incorporated in planned activities.

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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