

Inspection report for early years provision

Unique reference number	EY426165
Inspection date	08/12/2011
Inspector	Alison Reeves
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 2011. She lives with her husband and three children aged six, 10 and 11 years in Hitchin, Hertfordshire. The ground floor and master bedroom are used for childminding and there is an enclosed garden for outside play. The childminder walks to a local school to take and collect children. She takes children to the park, childminding group and library.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for five children under eight years; and of these, three may be in the early years age group. She is currently caring for one early years age child and one older child on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in their learning and development. Their safety and welfare is given high priority and most appropriate measures are in place to ensure this. Children are valued and the childminder works effectively to cater for individual needs. Children's achievements are recorded and this is generally effective. Partnerships with parents are well established and contribute to continuity of care helping children to settle quickly each day. The childminder has reflected on her practice and has a successful system in place to identified areas for improvement.

What steps need to be taken to improve provision further?

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

- improve systems for observation assessment and planning to better reflect the close monitoring and progression made by children
- ensure all safeguarding policies and procedures are clear and include the relevant details, this relates to complaints and local safeguarding children board information.

The effectiveness of leadership and management of the early years provision

The childminder has sound procedures for safeguarding children although her documentation does not fully support her. She has the relevant contact details for making a child protection referral and understands what might give cause for concern. Her home has been thoroughly risk assessed and steps are taken to improve safety. For example, a stairgate is used to restrict access to the stairs and this reduces the likelihood of accidents.

The childminder's knowledge of the Early Years Foundation Stage is sound and developing. She uses her knowledge to support children well in making progress. Her home is organised effectively to meet the needs of the children and she has made sure plenty of interesting resources are easily accessible to children.

The childminder has evaluated her practice and highlighted some of the areas in which she achieves well. She has also identified areas that she intends to develop to improve outcomes for children. She has set herself realistic goals and knows where to go for advice and support. She is an active member of her local childminding group and shares experiences with others so that practice good practice is disseminated.

Partnerships with parents and other providers are strong. The childminder maintains good communication with parents using the daily diaries and achievement folder. She seeks useful and important information at the outset and uses this really well to plan for children's interests and progression. As a result, parents are included and children receive good continuity of care. The childminder has established relationships with the school and is able to support learning outside of the classroom as a consequence.

Children are included well and the childminder ensure she makes activities suitable for the age and stage of the child. For example, when older children are using the computer, she has a toy computer for the younger children so that can participate at their own level. She has an equal opportunities policy and this supports her in meeting children's individual needs effectively.

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

Children feel safe and secure in the childminder's care. They settle quickly and are reassured by her presence. Children move freely and like to explore the safe environment confident she is on hand to support them. Children's increasing control of their body is developed with lots of active play and using small toys to develop hand control.

Children's health is promoted really well. They follow good hygiene procedures so they learn about hand washing and germs from a young age. The childminder ensures the home is exceptionally clean and this means that those playing on the floor still enjoy a clean play environment. Children are offered a healthy balanced diet that meets their individual nutritional needs, this is provided by the childminder or parents. Children get plenty of outdoor play in the garden and go on local walks. This means children learn about being active as part of a healthy lifestyle.

Children enjoy plenty of worthwhile activities that help them learn through play. The childminder spends lots of time talking to children and responding positively to their utterances and vocalisations. This means children are encouraged to communicate and make their needs known. Children like books and regularly share stories. Children learn about numbers and counting and the childminder provides

opportunities to learn about weights and measuring through activities such as cooking. Children have a very good understanding of simple technology as they use push button toys to make music play. This is a particular interest to one child who loves most music and singing. The childminder regularly observes the children and takes photographs to illustrate the progress made and the activities that children enjoy most. She is using what she sees to plan but the system needs further development to show the links to areas of learning and better reflect children's achievements. Nevertheless children are making good progress towards the early learning goals in all six areas of learning.

Children are well behaved because the childminder sets appropriate boundaries and is really consistent in reinforcing these. Consequently, children understand what is expected of them, play cooperatively and are polite and kind to adults and each other. The childminder recognises and values the different cultures within her setting and this ensures children value and respect themselves and others.

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	3
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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