

Inspection report for early years provision

Unique reference number	EY426767
Inspection date	10/11/2011
Inspector	Emma Bright
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 2010. She lives with her partner and two children aged two and six years old in a residential area of Stevenage, Hertfordshire. All areas of the childminder's house are used for childminding, with the exception of the rear bedroom and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time, of these no more than two may be in the early years age range. She is currently minding three children in this age group, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local amenities. There are 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 good.

The childminder deploys her resources well so that children can make independent choices and become active learners. Methods for observing, tracking and planning for children's learning are evolving. The childminder evaluates her practice and demonstrates a strong commitment to ongoing improvement. One piece of documentation is missing which means there is a breach of regulation. The childminder provides a safe, welcoming and homely environment for children, promoting their welfare. She develops a positive relationship with parents and carers, seeking and taking account of their views in order to provide a flexible service.

What steps need to be taken to improve provision further?

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

- request written parental consent at the time of admission, to the seeking of necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 24/11/2011

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

- develop further the use of information gathered about children's learning to enhance their good progress towards the Early Learning Goals
- improve further the two-way flow of communication between parents and the childminding provision to ensure written consents are clear.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children procedures and has attended training in child protection to ensure her knowledge is up-to-date. She understands the importance of informing Ofsted of any changes and ensures all adults living or working on the premises submit to the vetting procedures which safeguards children's welfare. Clear documentation and record keeping promotes the safety and welfare of the children. However, written consent to seek emergency medical treatment is not requested at the time of admission for all children and this compromises children's welfare in an emergency. This is a breach of welfare requirements. Risk assessments are in place to ensure that hazards are identified and minimised, both in the home and on outings. The childminder supervises the children and ensures the toys and materials they use are safe and appropriate for their ages.

The childminder has a clear self-evaluation process to identify areas for future development and maintain continuous improvement. She reflects on her practice to ensure that children have good quality experiences. The childminder organises space and play resources effectively to meet children's needs. She has a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's growing skills. The childminder has sound strategies in place to care for children with special educational needs and/or disabilities.

The childminder has good relationships with parents. She gathers clear information from them, so that she knows about children's individual interests and needs and can provide a consistency of care. Clear written policies and procedures are shared with parents so that they know about the childminding provision. However, some of the written consents lack clarity which means the parents are not fully informed about their child's activities. The childminder is sensitive to children's individual personalities when settling them in her home and this ensures a smooth transition between home and the childminding home. She has begun to develop systems to promote partnership working with other providers who also care for the children.

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

The childminder establishes a supportive atmosphere for children so they feel secure and develop a sense of how to stay safe, both in the home and on outings. For example, children practise the fire drill so that they know how to evacuate the premises in an emergency. The childminder encourages children to have a healthy attitude towards food. She provides nutritious home-cooked meals and children have access to fresh drinking water throughout the day. Children enjoy lots of opportunities for exercise in the garden or at the local park where they can move freely and practise their physical skills. Babies practise their growing skills, as they

stand unaided and kick their feet in enjoyment as they play in the ball pit. This helps all children to develop good muscle control, feel relaxed and develop a sense of overall well-being.

The childminder has a good understanding of how young children learn and this enables her to provide a range of experiences and activities to support each child's learning and development. Planning is in place and is flexible so that it can be adapted to focus on children's interests. The childminder observes children in their play and takes photographs of them to illustrate the activities they enjoy. This shows how children are making good progress in their learning and development. However, information gathered from parents is not always used to help identify the next steps in each child's learning.

The childminder provides an inclusive environment where each child is valued and they are clearly relaxed and comfortable in her nurturing care. For example, they enjoy being cuddled close to the childminder and this helps them to feel secure and safe. 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 regularly go out in the local area helping them to make sense of the world and their place within it. Flexible routines incorporate trips out to offer new experiences, such as introducing young children to larger group activities when visiting local play sessions with their peers. Children have good opportunities to be creative in a range of art and craft activities, such as painting or exploring the different textures of natural materials. Their achievements are celebrated because the childminder displays children's artwork for others to admire and enjoy.

Resources are in place that helps children gain awareness of the diverse society in which they live. In addition, the childminder values the linguistic diversity by providing children with opportunities to develop and use their home language in their play. Children's early literacy skills are developing. They enjoy looking at books and visits to the local library further support children's literacy skills. Children are curious as they observe how musical toys work and they confidently operate simple equipment, such as push and play or pop-up toys. The childminder develops children's learning by introducing mathematical concepts in their play, such as, counting, capacity and colour recognition. For example, they count how many cars they see on their walk and sing a variety of number songs and rhymes. These simple activities lay firm foundations for children's future learning.

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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