

Inspection report for early years provision

Unique reference number	EY430863
Inspection date	20/02/2012
Inspector	Lindsay Hare
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 registered in 2011. She lives with her husband and two children aged two and four years in Bricket Wood, St Albans. The whole of the house is used for childminding and there is a safe and secure garden for outside play. The childminder provides care before and after school, all year round. The family has one cat.

The childminder is registered for four children under eight years, of which two may be in the early years age range. She is currently caring for seven children, of which two are in early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has established excellent working relationships with parents and works closely with them to ensure children's individual needs are well met. Children make good progress in their learning and development because the childminder deploys her resources very well and provides a broad range of age appropriate learning opportunities for each child, following their interests. Clear and detailed documentation is in place to promote and safeguard children's welfare, however a requirement has not been met. The childminder is developing her reflective practice and is committed to improving her service for children and families.

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 permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 27/02/2012

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

- ensure that the complaints procedure includes up to date information and the correct contact details for Ofsted.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children procedures and has attended training in safeguarding children; this knowledge is underpinned by a clear policy which is shared with parents. She understands the importance of informing Ofsted of any changes and all adults within the home have undergone checks to ensure their suitability. However, a requirement has not been met with regard to obtaining written permission from parents to seek emergency medical advice or treatment. The childminder supervises the children carefully and ensures the toys and materials they use are safe and appropriate for their ages. Thorough, comprehensive risk assessments are regularly reviewed and ensure that hazards are identified and minimised. Well organised documentation and good record keeping promotes the safety and welfare of the children and underpins the good quality care offered.

Clear written policies and procedures inform parents about the childminding provision, although, some information in the written complaints policy is incorrect. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. Daily diaries and verbal exchanges are shared with parents so that they know about their child's day and clear information is provided for them about the setting. For example, photographs and examples of the children's work are displayed and the childminder provides regular newsletters and a fact sheet about the Early Years Foundation Stage. The childminder has excellent relationships with parents; she gathers clear information from them so that she knows about children's individual interests and needs, and can provide consistency of care.

The childminder has completed a self-evaluation to identify areas for improvement and plans are well targeted to ensure future development. She reflects and evaluates her practice to maintain continuous improvement and monitors the progress children make in their learning and development. The childminder attends training sessions to further her knowledge and understanding of child development which enables her to provide good quality care. The childminder organises space and play resources effectively to meet children's needs. She works in partnership with the nursery and reception teacher from the local school and uses the resources and support available at the Children's Centre and through a childminders forum.

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

Children have good opportunities to help them make progress across all areas of learning and development through a balanced range of activities and resources. The children visit various groups, the mobile library, parks and woods where they engage in different activities to those in the childminder's home, enriching their experiences. Photographs and observations are used to assess the children's

progress and clearly identify the children's next steps. Children are encouraged to be independent and resources are organised to enable them to self-select from low level storage.

Children are settled and confident to explore the environment, which is bright and welcoming, with examples of their artwork displayed. For example, a young child who had been on holiday for a week, arrived, and went immediately to select his favoured toys, which demonstrates his familiarity and sense of belonging in the setting. They develop their understanding of how things work, for example, as they press buttons to make sounds and practise using the mouse on the computer. Children are developing their early writing skills, as they draw chalk lines on the garden path to drive their scooters along. They experiment with different mediums, such as, using the roller end of the felt pens and printing using apples.

Children develop their physical skills as they ride scooters and negotiate obstacles as they push the pushchair. The children get fresh air and daily exercise as they walk to and from school. The childminder will often add further resources to extend children's play. For example, one child playing with the toy cars was then offered the magnetic set to construct his own car. The childminder extends children's learning further by introducing new vocabulary and asking questions, for example, asking the children if they knew what the saddle was for on the horse. The childminder is aware of moving the children on in their counting, talking about 'more than' and 'less than'. Children experience counting within the daily routine, for example, counting the horses lined up.

Children enjoy singing and participating in action rhymes at the groups as well as at the childminder's house, using instruments to make music. Children are developing an understanding of the world we live in as they help grow vegetables to eat, weed the garden and place the weeds into the recycling bin. A good range of resources promoting equality and diversity are in place, such as, puzzles, dolls, matching games and lots of books. The childminder celebrates multicultural festivals at a level appropriate to the age and understanding of the children. Children are encouraged to take turns and share resources and are praised for positive behaviour. They show care and concern for others, for example, getting another child's drink for her and moving the sandpit lid out of the way so another child could get past.

Children's safety is promoted well within the home and outside as the children feel safe and secure in the setting, they are developing an understanding of keeping themselves safe. For example, they discuss what the possible causes might be if there was a fire, as they practise the fire drill and discuss road safety whilst out with the childminder. This is reinforced through topic work and books. Consistent routines are used to teach children about hand washing and personal care so they adopt healthy habits, such as, selecting which fragrance of hand soap to use and hand towels. Children are given a healthy diet, with home cooked meals, using fresh ingredients and nutritious snacks. They discuss healthy foods with the childminder, recording how many of their five a day fruit and vegetables they have eaten on the poster.

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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