

## Inspection report for early years provision

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<b>Unique reference number</b>	123477
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Hilary Preece

<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the childminding

The childminder registered in 1989. She lives with her husband and their two children aged 13 and nine years in Wheathampstead, Hertfordshire. The childminder mainly uses the ground floor of the house for childminding purposes, with children going upstairs only if they need to sleep. There is a fully enclosed large garden for outdoor play. Access to the property is via two steps. The family has two cats.

The childminder is registered on the Early Years Register and the Childcare Register to provide care for a maximum of five children under eight years at any one time. She is currently minding six children in the early years age group who attend at varying times throughout the week. She drives to local schools to take and collect children. She is a member of the National Childminding Association and regularly attends a range of groups for children.

## Overall effectiveness of the early years provision

The setting is organised so children can easily take part in play and activities. There are appropriate levels of engagement with each child and their family to ensure that individual needs are met and families are sufficiently informed about children's progress. Children's welfare is managed well through everyday practices, and their learning and development is supported through play. However, systems for monitoring the continuous improvement of the provision are not robust. As a result, some of the Early Years Foundation Stage (EYFS) welfare requirements are not currently met.

## What steps need to be taken to improve provision further?

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

- use the observations and assessments to establish children's interests and learning styles, identify learning priorities and plan for each child's next steps, and match the observations to the expectations of the early learning goals
- develop ways to regularly provide parents with information about activities undertaken and provide opportunities for parents to review children's progress and contribute to their learning and development record
- ensure that children have opportunities to be outside on a daily basis all year round
- develop a self-evaluation system to monitor the effectiveness of the provision and keep up to date with requirements.

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

- develop the risk assessment to ensure a record is maintained of when and by whom it is carried out, and ensure a risk assessment is carried out for each

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type of outing (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

- put in place a procedure for dealing with complaints or concerns from parents. (Safeguarding and promoting children's welfare)

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## **The leadership and management of the early years provision**

The setting runs smoothly on a day to day basis because the childminder plans her week carefully. Children use a good variety of toys and equipment that meet their individual needs and promote their learning, development and sense of fun. The childminder plans consistent routines and outings, such as having set play and rest times and regular activities in the local community, which help develop children's sense of security and well-being.

Children are safeguarded through some sound practices. The childminder ensures that she keeps her child protection and first aid training up to date, and her knowledge of how to implement her safeguarding procedure is secure. Children's health and general well-being is managed appropriately through a healthy diet, safe hygiene routines and opportunities to take exercise and physical activity. There is a policy for excluding sick children that protects others from infection and suitable arrangements for managing any medical or health needs. Children are kept safe within the home environment and on outings because all reasonable risks have been minimised and daily checks are made to make sure the premises and equipment remains safe. However, the childminder does not keep any records of when these risk assessments have been made, which weakens the effectiveness of the procedure.

Partnerships with parents are generally effective. Basic information about the service is exchanged initially and children's individual needs are established to enable children to settle quickly. Ongoing records are shared about daily care routines. Appropriate partnerships are made with other settings that children attend so there is consistency of care. However, parents have fewer opportunities to get involved in supporting their children's learning and development or to share their children's development records. Parents are not given sufficient information about how to make a complaint should they need to because there is no clear procedure for this.

The childminder keeps generally sufficient records, policies and procedures but these have not been reviewed since the introduction of the EYFS. As a result some documentation is missing. She maintains a consistent service for children and families and a willing attitude to meet requirements when they are highlighted to her but does not have systems for self-evaluating her practice and monitoring the overall effectiveness of the provision.

## **The quality and standards of the early years provision**

Children's welfare overall is managed well with some good practices to help develop children's understanding of keeping safe and healthy. They are reminded about the importance of washing their hands after visiting the farm and offered tissues to wipe their noses. Resources such as books are used to develop children's understanding of road safety so they learn in a fun and meaningful way. Firm boundaries are set for using large play apparatus such as the trampoline and slide so children become aware of how to keep themselves safe. However, planning for outside play is mainly restricted to fine weather so children do not have daily opportunities to be active in the fresh air or extend their learning and development outside. Children are helped to socialise with others and are comfortable playing with and alongside their peers. They take part in regular group activities with other young children so they begin to respect the needs of others. They behave appropriately and understand expectations.

The childminder has a basic knowledge of the six areas of learning and development within the EYFS and is beginning to introduce new practices such as doing simple observations and assessments of children. As these are in their early stages, records do not yet show what progress children are making in their learning and development or how effectively assessments are used to plan the next steps towards the early learning goals. However, children are content and confident in their surroundings and are provided with an appropriate range of resources and play opportunities that support their learning and development. They are self-sufficient in deciding what to play with because free play is encouraged. They enjoy looking at books and show curiosity in finding out how electronic toys make their sounds. Planned activities ensure that there is a balance of child and adult led learning. Children have a variety of opportunities to explore different textures and materials such as soil, water, paint and dried pasta. Large scale activities such as painted foot prints on rolls of wallpaper encourage children to think about different ways of using materials. They are also encouraged to develop their own ideas in art and craft activities generally.

Children's awareness of number and solving problems is supported through play experiences. For instance, they count out pieces of fruit and divide them equally amongst the children. Children are generally confident in communicating. Babies explore the sounds of their own voice with some encouragement from the childminder. More confident children express themselves well and use language to ask questions and develop their thinking. For example, a child uses her imagination and thinking to change the words of a familiar song in order to link it to her game. Regular group story sessions at childminding groups and the library further support children's early literacy development and enjoyment of books. Overall these early experiences contribute to 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (CR2) 31/01/2009
- take action as specified in the early years section of the report (W3). 31/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide a written statement for ensuring equality of opportunities and for supporting children with learning difficulties and disabilities (CR6) 31/01/2009

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.