

Inspection report for early years provision

Unique reference number	EY384588
Inspection date	11/03/2010
Inspector	Susan Tuffnell

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 2008. She lives with her husband and two children aged three and five years in a residential area of St Albans in Hertfordshire. The ground floor of the childminder's home is used for childminding purposes. The spare bedroom on the first floor is used for children to rest in a travel cot only. There is a fully enclosed garden available for outside play. The premises are accessible by a low step to the front entrance.

The childminder provides care every weekday during term time and school holidays. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for two children on the Early Years Register and currently four children attend on part time and flexible contracts. The childminder provides care for two children on the compulsory part of the Childcare Register and currently no children attend on the voluntary part of the Childcare Register. The childminder supports children who have English as an additional language.

The childminder works in partnership with parents, carers and other professionals and is a member of the National Childminding association (NCMA). She holds the diploma in Home Based Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming environment that supports children in the Early Years Foundation Stage. Children benefit from planned and imaginative activities and the close partnership with parents contributes significantly to ensuring that the individual needs of the children are met. Children are valued at the setting because the childminder has a good understanding of diversity and equal opportunities and works closely with parents to ensure children are happy, settled and secure. Effective procedures are in place for evaluating her practice, identifying the strengths and weaknesses and setting priorities for improvement in the future.

What steps need to be taken to improve provision further?

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

- ensure that children's identified learning needs are carried forward, implemented into future planning and evaluated to give a clear picture of progress.

The effectiveness of leadership and management of the early years provision

The childminder effectively manages the Early Years Foundation Stage provision. She demonstrates a positive attitude to continuous improvement through evaluating her practice and a good self evaluation supports this. The childminder has completed the Early Years Foundation Stage training on observations, planning and assessment to improve her understanding and practice. Children are safeguarded because the childminder takes necessary steps to protect and promote their welfare through robust safeguarding procedures and effective policies.

The childminder provides an inclusive service that promotes children's welfare requirements. She understands and engages in reflective practice respecting diversity and valuing a child as a unique individual. Consequently, inclusive practice is promoted so that all children have their welfare requirements met very well. Parents, carers and other professionals are involved as partners in promoting children's learning and development. For example, parents are kept informed of their child's achievements through appropriate policies and procedures, a daily record sheet and detailed reports each term.

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

Children are supported very well as they access a good range of interesting and challenging play materials and equipment. Resources are available to help children's fine motor skills, such as art and craft activities, toys, puzzles and construction. Information is collected from parents about children's interests, needs and capabilities and the childminder uses this to inform initial assessments. The childminder has identified the children's learning needs. However, they are not carried forward as the next steps of learning and are not implemented securely into future planning and evaluated to give a clear picture of progress.

The childminder is focused on helping children make good progress in their learning and development and promoting their welfare. Children achieve well in most aspects of their learning and development as the childminder uses a range of teaching methods and interesting resources to provide a good range of activities and experiences to meet children's needs. Children are encouraged to work and play together cooperatively and enjoy producing something that everyone can enjoy. Their own suggestions and ideas are valued. The childminder ensures that materials are freely available for children so they can bring to fruition their own ideas. For example, ingredients are obtained to enable the older children to cook. Young children develop confidence within the setting, due to good interaction with the childminder. The bright and stimulating playroom and the interesting resources encourage children to explore their surroundings. For example, babies press buttons on the electronic music toys to make different sounds and reach out happily to catch the bubbles blown into the air.

Children are provided with lots of opportunities to develop their competence in communication, language and literacy. They are encouraged to become skilful communicators in a range of situations and express themselves freely. For example, children point out house and bus numbers when out and about, talk about portions of food at mealtimes, weigh ingredients for cooking and use the timer. Children count spontaneously in play and are supported as they develop their understanding of number lines and counting. Children explore and investigate growth and the natural world as they enjoy trips to the park and garden play. They enjoy building camps out of logs and twigs. Binoculars and magnifying glasses help the children to see nature close up as they dig for mini beasts in the garden. Bird boxes and feeders, wind chimes and spinners attract the children's interest in the natural world. Children name their favourite vegetables and help to plant, tend and harvest them on the childminder's allotment. Apples and blackberries are collected and turned into a crumble made by the children, for their tea. Children are encouraged to grow different vegetables like spinach.

Children are supported well in their understanding of how to lead healthy lifestyles through healthy eating, daily exercise and fresh air. They enjoy fruit snacks and healthy, nutritious food. Children have opportunities to dance and play musical instruments at the setting. They follow appropriate personal hygiene routines and are beginning to understand the importance of regular exercise and healthy eating. Topics are planned to celebrate familiar and unfamiliar festivals and children have access to some play materials that depict positive images of the wider world. Festivals such as the Chinese New Year are celebrated with art and craft activities, cooking and stories. Children are secure in the setting and display a strong sense of belonging. Their understanding of issues relating to safety is emerging as they join in with daily routines, such as tidying their environment and practise regular fire evacuation and road safety.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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