

## Inspection report for early years provision

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| <b>Unique reference number</b> | 149348      |
| <b>Inspection date</b>         | 16/03/2009  |
| <b>Inspector</b>               | Susan Ennis |
| <b>Type of setting</b>         | Childminder |

## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2001. She lives with her two children aged nine and 12 in Great Ashby, Stevenage, Hertfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Accessibility to the premises is via one small step. The family has no pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group on a part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has made links with the local pre-school and collects children from the local schools.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding. All children make excellent progress across all areas of the Early Years Foundation Stage because the childminder has developed highly effective practices and procedures for planning, assessing and promoting their learning. She works closely with the children to ensure that that all interaction encourages and develops their independence, confidence and self-esteem. She values diversity and is highly effective in ensuring that all children are well integrated and achieving as much as they can. Excellent partnerships with parents contribute significantly to ensuring that the individual needs and uniqueness of each child is fully met. Thorough and effective monitoring of the setting and daily practice ensures that the childminder has a comprehensive overview of her strengths and areas of improvement bringing about sustained continuous progression in all she does.

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

To further improve the high quality early years provision the registered person should consider:

- enhance further the use of planning to show the differentiation for individual children.

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

The childminder's comprehensive policies and procedures are used very effectively to promote the welfare of children attending. Children are cared for in a very safe, secure environment and their welfare is consistently promoted because the childminder has an excellent knowledge of this area. The house is checked on a

daily basis and a comprehensive risk assessment is undertaken and reviewed every month with the childminder setting her computer to remind her when it is due. Children's safety is also treated as paramount when they are out with the childminder. They all wear wristbands containing the childminders details should they become separated from her and she carries a book containing photographic identification of the children detailing that they are in the care of a childminder and also the contact numbers of their parents and carers in case something happens to herself. The childminder's genuine aim to provide high quality care means that she continuously evaluates her practice. This is rigorous and includes detailed action plans to show what action needs to be taken and how this will be achieved leading to improvements for all the children.

Children's individual progress is consistently promoted because the childminder has an excellent knowledge of child development. She has an outstanding attitude to training which leads to rich and varied experiences for the children. There are comprehensive procedures in place to monitor the children's progress, including clear and concise observations and assessments. The childminder uses profiles to identify children's next steps and all this information is used to inform the planning for each child across all areas of learning. Planning is flexible following the children's interests and extending their learning at their own pace and ability. However, planning does not consistently show the differentiation for the different ages and stages of development. The childminder's dedication to maintaining positive relationships with parents and other settings ensures that children are consistently cared for and that they are offered highly appropriate support enabling them to make excellent progress in their welfare and learning. For example, parents are fully involved in the initial assessment process as they complete the Child Record Form and 'All about Me' booklet. They are routinely informed about their child's learning through newsletters, information sheets and the daily diary sheets, for example, sharing ideas about how they can be involved in the monthly theme and detailing the areas of learning linked to the activities that their child enjoyed during the day. They also have access to the childminder's own website where they can find all her policies and procedures and any forms or permission slips they may need. Parents regularly share their thoughts with the childminder verbally and by using the parent questionnaires given out to them. They respond with very positive comments including, for example, how the childminder is 'committed in relationships with us and her care of the children is exemplary'.

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

Children are consistently offered highly appropriate experiences that support them in making excellent progress in all areas of learning. The exceptional range of child-initiated and adult-led activities ensure that their interests and knowledge are continually being extended. The childminder uses her extensive knowledge of child development to adapt the activities and resources to ensure that the environment is fully inclusive. For example, an activity to make a bird cake is resourcefully adapted when only younger children arrive. To ensure that they gain meaningful experiences the childminder explains that the activity is adapted to enable them to use their creative skills to feel the texture of the seeds and glue them onto paper

rather than making the cake as planned. All activities are clearly linked to the children's starting points, observations and assessments enabling the childminder to build on what the children know and plan for their continued development. When children start to use their problem-solving skills to work out how to open and close a box filled with crayons the childminder extends their thinking by asking 'It won't close will it? What will you need to do to make it close?' The children work out that the crayons need to move before the box can close. This they do and repeat the process successfully more than once. The childminder then uses the observation to plan more activities where they can investigate opening and closing.

The children enjoy an extensive range of stimulating activities because the childminder uses her imagination to plan thought-provoking and purposeful themes and topics. Children are encouraged to investigate how seeds grow as they plant runner beans from seed. They sort and order the growth sequence, plant the seeds and watch them grow. However, they also learn that not all activities are successful as the beans are eaten by snails leading to a valuable lesson being learnt by all those who participated. They develop their knowledge and understanding of the world as they take 'Travelling Ted', who has his own passport and map of Great Britain on outings, such as going to the Royal Air Force Museum. The children write about their day in Ted's diary and take photographs to accompany their thoughts. Ted also goes on holiday with the children and has travelled to Rhodes and Cyprus sharing the interesting places he sees on his return. Other themes include spring and Easter where the children look at growth and discuss other beliefs. They extend their language skills as they read books, such as The Hungry Caterpillar using a story sack full of visual aids and listen to Irish and Welsh music. They also discuss the relevance of Good Friday and Easter Monday. Their numeracy skills are encouraged as they count daffodils, match baby animals and measure ingredients for Bara Brith (Welsh tea loaf). They enjoy running around during an egg hunt and develop their imaginations as they use their bodies to sway like daffodils.

Children benefit greatly from the childminder's outstanding attitude to free-flow opportunities which enable them to play both inside and in the garden. They are able to choose activities and resources from the large cupboards in the garden which also give them space to save activities started but perhaps not finished in time for going home. A 'what would you like to play with' book details all the resources the childminder has with a photograph of the item accompanied by the word and sign. This enables children to point to the resource they would like if they do not feel confident in asking for it verbally. The childminder promotes an inclusive environment where all the children forge good relationships and enjoy their time together. They are encouraged to be thoughtful of others as they, for example, are reminded to let someone else be the teacher in their imaginary game so that everyone gets a turn. The childminder acts as a very positive role model praising the children's achievements as they, for example, colour in the Irish flag 'beautifully'.

Children thrive in this secure environment. They take part in routines that promote their safety and that of others. For example, they regularly practise the emergency fire drill and older children know who to telephone in an emergency. They are aware of good hygiene practices because they are positively supported to regularly

wash their hands and wipe their own noses. Their understanding of healthy eating and good nutrition is actively promoted as they all have a 'five-a-day' chart that records the fruit and vegetables they have eaten or tried with those who have done well receiving a sticker for their efforts. Their social skills and positive manners are extended as the childminder regularly takes them out for lunch where she is often congratulated on their pleasing behaviour.

## 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

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| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 1 |
| How well does the provision promote inclusive practice?                                                     | 1 |
| The capacity of the provision to maintain continuous improvement.                                           | 1 |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?                                                                | 1 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 1 |
| How well are children helped to stay safe?                                                            | 1 |
| How well are children helped to be healthy?                                                           | 1 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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**

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| 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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## **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.