

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY310484       |
| <b>Inspection date</b>         | 26/01/2009     |
| <b>Inspector</b>               | Sandra Daniels |
| <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).

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 was registered in 2005. She lives with her adult daughter, who is also her assistant, in Ware, Hertfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is via a small step into the hallway.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding three children in the early years age group and two older children during out of school hours. The childminder also cares for children over eight years. The childminder drives to local schools to take and collect children. She attends local toddler groups. The childminder is a member of the National Childminding Association. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

The childminder supports each child in her care and promotes all aspects of their welfare with success, ensuring that they are safe and secure. She recognises that each child is unique and offers activities and experiences which they enjoy and are interested in. The childminder has established very good partnerships with the parents, which enables her to ensure that all children are fully included in the provision. She evaluates her service through reflective practice and the self-evaluation form. She is committed to maintaining continuous improvement by attending numerous training courses and workshops.

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

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

- develop the assessment process to identify children's next steps for development
- develop the self-evaluation process in order to clearly identify targets for future improvement.

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

The childminder ensures she remains up-to-date with current trends and requirements through discussions with other childminders and training. She has recently completed a Level 3 qualification in childcare. Her vast experience and knowledge of childcare enables her to respond very well to the needs of children and their families. The childminder is familiar with the self-evaluation process, but it is not yet fully effective in clearly identifying targets for future improvement. A comprehensive range of written policies and procedures have been formalised to help inform parents about childminding procedures and to ensure consistency in

the childminder's practice. These policies and procedures underpin the good, effective practice of the childminder.

Positive partnerships have been established and maintained with parents. They speak highly of the childminder and the care their children receive, saying that children are happy and that the childminder is 'professional, yet fun'. The childminder works with parents to ensure children's home routines are followed, they feel secure and have continuity of care. Daily discussions and written diaries provide good opportunities to share information and to keep parents well informed about their child's day, progress and any issues. Children are protected by the childminder who has a good understanding of safeguarding procedures. She is fully aware of her role and responsibilities in protecting children and understands the correct procedures to follow should she have any concerns. Children are further protected as there are robust risk assessments in place for the home, garden and outings. In addition, the childminder carries out daily health and safety checks within the home.

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

Children benefit from the childminder's enthusiastic, conscientious and caring approach. They are active learners because the childminder ensures that they have plenty of choice and a ready access to a rich variety of toys and resources. The children can develop their own play or join in planned activities provided by the childminder to develop their skills and knowledge. For example, when children bake cakes with the childminder, the older ones read out the recipes and they all take part in weighing and measuring the ingredients. This supports progress in the areas of communication, language, literacy and mathematical development. As children see and talk about the changes which occur to the cake mixture when it is cooked, they are making discoveries and enhancing their knowledge and understanding of the world. Access to good quality books enable children to develop an understanding that print carries meaning. Systems for assessing and planning for children's learning and development are in an early stage of development; therefore children's next steps for learning are not always clearly identified.

Children make good progress towards the early learning goals as they are supported very well by the childminder. She skilfully develops outings into useful learning opportunities for children. For example, a trip to a local RSPB sanctuary stimulates children's interests in the wildlife they see. They consult a bird book to help them identify various species and watch as birds use the feeders in the childminder's garden. Children as young as two years are beginning to recognise letters and numbers and the childminder expertly harnesses this specific interest very effectively. They play bingo together and there are always opportunities and resources freely available for mark-making and for children to practise emergent writing skills.

A wide variety of outings enhance children's knowledge of the local community. Good use is made of local venues such as parks, the library, local museum and woods to allow children to investigate and explore. The childminder provides toys

and books that have positive images of diversity so that children can explore differences and similarities between themselves and others. The childminder has an equal opportunities policy that reflects all aspects of the service she provides.

Children play in a very clean, safe and comfortable environment. Younger children sleep peacefully according to their needs and are closely monitored. The childminder conscientiously respects parental wishes and children's home routines and, at the same time, ensures all children play a full and active role in the setting. Children of all ages play and learn together. They develop healthy eating habits because a balanced diet is provided with home cooked food and nutritious snacks. Food preparation areas are kept very clean.

## 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> | 2 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

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| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

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| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 2 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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.