

Inspection report for early years provision

Unique reference number	EY318230
Inspection date	09/10/2009
Inspector	Julie Biddle
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 was registered in 2005. She lives with her husband and two children in the Borough of Hertsmere in Hertfordshire. Children have access to the ground floor of the house and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, she is currently caring for two children in the early years age range. She also offers care to children in the older age range.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's ability to recognise the uniqueness of each child significantly contributes to the exemplary care they receive. Children are highly valued and benefit from stimulating communication and interaction that helps them feel safe, secure and confident. The strong emphasis on partnership with parents and others means that children's individual needs are met very effectively. The childminder is pro-active and fully committed to continually monitoring and evaluating her service to maintain this very successful childcare service.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment processes

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder updates her knowledge and is very aware of current child protection practices. The childminder has a clear policy that is shared with parents and reflects current local guidance. Extensive and well documented records, policies and procedures further safeguard children's welfare and ensure parents are included in their children's care. These are regularly reviewed in line with requirements and to ensure that the needs of all children are met.

The childminder's self evaluation process is aimed to bring about further improvement to her service and outcomes for children. For example, she has

developed detailed risk assessments that include extreme weather conditions, meaning she and the children are always prepared and ready to enjoy the outdoor environment. The childminder recognises the importance of continually developing her skills through training courses, reading childcare articles and working closely with other childminder colleagues. Recommendations from the last inspection have been fully implemented. This commitment to improvement and training greatly benefits the children she cares for.

A first rate exchange of information takes place between the parents and childminder, she seeks the views of the parents by carrying out written questionnaires. The results of which are very positive and demonstrate how the childminder is held in high regard by the parents and children. Partnership with other providers who deliver the Early Years Foundation Stage are greatly valued by the childminder, and thus ensures children feel confident as they move to different settings.

There is ample space for children to move around comfortably. They have easy access to an exciting variety of toys and learning resources, which captures their interest and motivates them to learn. The childminder organises the environment to allow children to explore freely, thereby assisting them to become independent learners. Children are enabled to independently select their play equipment, the childminder enthusiastically supports their choices.

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

Children enthusiastically engage in activities and confidently initiate their own play, making choices about what they want to do. For example they ask the childminder for music to be played so they can dance. They have a super time as they dance and sing along to familiar tunes. They use their imaginations as they dress up and look for the microphone to sing with.

The childminder is passionate about her care of and work with the children. She praises children as they accomplish and complete activities; she is constantly encouraging them to challenge themselves. For example, she asks children if they would like to show the inspector the sign language they have learnt. Children using a sign language book proudly demonstrate their newly acquired skill. The childminder makes excellent use of opportunities to introduce questions about colour, shape and size as the children lay the table and feed their dolls. They choose coloured plates, cups, spoons and forks from labelled drawers in the kitchen.

Children have considerable opportunities to enjoy a range of experiences. This is evident in photographs which show cooking, playing in the snow, making red noses, buttering bread for snack time and on outings to a local country park. Children are actively encouraged to recall past events. While looking at photographs the children find pictures of themselves as babies, they are fascinated by the fact they do not have hair and the clothes they are wearing. The childminder joins in with the conversation as they ask what games did you play with us when you were little, they laugh as they recall places they visited and cooking activities they have completed.

Children are extremely happy, confident and well behaved. They learn to share and take turns, for example, as they complete swap dressing up shoes. A diverse

versatile range of books that successfully support children in learning how to keep themselves safe and learning about differences and are available for them to read and look at. Children are supported in their home language as both the childminder and other children are learning Spanish. They excitedly and confidently count in Spanish.

Written observations of children's progress show evidence of them learning through practical activities and spontaneous opportunities.

Children have plenty of opportunities to be outside in the fresh air, either in the garden or on walks around the community. Children start to learn how to develop control in their body movements, benefiting from physical exercise as they ride their bikes or jump up and down on the trampoline with great enjoyment.

Children enthusiastically learn how to develop a healthy diet and lifestyle. They complete charts to show how they have eaten their five a day and relish their healthy lunch of pasta, ham and platter of oranges, apples and grapes. Children help themselves to drinking water as they wish. Children develop good hygiene practices and learn why this is important. Photographs in the bathroom remind children to wash their hands and flush the toilets. Children use their own towels to minimise the risk of cross infection.

The childminder knows the children extremely well and talks very positively about their individual achievements. Her exceptional patience and ability to give the children equal attention and support, is a key strength in ensuring children's inclusion. The welfare of children is promoted exceptionally well in all aspects.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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