

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY367601    |
| <b>Inspection date</b>         | 06/10/2008  |
| <b>Inspector</b>               | Jill Nugent |
| <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 registered in 2008. She lives with her husband and three children, aged two, six and nine, in a house in Hoddesdon. There is good access to the house at the ground floor level. She uses the whole of the house for childminding and there is a secure garden for outdoor play.

The childminder is registered to care for a maximum of three children under eight years at any one time. Currently she is minding two children within the Early Years Foundation Stage and one child on the childcare register. She travels to her local school to take and collect children.

She is a member of the National Childminding Association.

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

The childminder provides effectively for children in a spacious and attractive environment. She promotes their health and safety well and has most of the relevant documentation in place. Her provision is inclusive and welcoming. Children's differing needs are taken into account when organising play activities, although there is not yet a system in place to help focus children's individual learning. The childminder makes good use of self-evaluation to identify her strengths and areas for development.

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

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

- ensure that risk assessments of the premises are reviewed regularly and that records include risk assessments for all outings
- develop a system for using observations of children's development to plan activities that meet individual needs and to enable a closer working partnership with parents.

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

The childminder's documentation is very well organised. She has adapted a set of clear and concise written policies so as to reflect her own provision. These are made available to parents and carers in a useful welcome pack. She has completed her initial childcare training and has begun to evaluate her practice in detail, highlighting areas for future development. Since registration she has introduced some new arrangements to improve the outcomes for children, such as easier access to resources. Her self-evaluation has helped her to pinpoint areas for further improvement, for example, setting up scrap books for each child. She has collected a wide range of supporting information and is keen to attend further training courses within the Early Years Foundation Stage.

The childminder has clear procedures in place with regard to safeguarding children. All adults living on the premises have been vetted. She has attended extra training in safeguarding and knows what to do if she has any concerns. There are close relationships with parents and the childminder often talks on the telephone with them during the day, answering queries about their children. She has made use of a parents' questionnaire to gauge their satisfaction and thereby monitor her practice through their comments. This is helpful in ensuring that she is providing care which is appropriate for all children. Her links with the local primary school benefit older children as she is aware of their topics of study at school.

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

The childminder provides a stimulating learning environment in her home and has set out a variety of attractive play resources so that they are easily accessible to children. She makes use of books and toys to help children develop skills and offers children good support when they explore independently. Her re-assuring manner encourages children to develop self-confidence and they respond to her as she talks with them, thereby learning to communicate. They are aware of their boundaries within the setting and the childminder is proactive in joining children in play and keeping them involved. This helps children to feel secure and learn to behave appropriately. Children have good opportunities to develop physical skills in outdoor play. The childminder enables them to use the garden as much as possible and also takes them to nearby parks.

The childminder has collated ideas for helping children to develop their skills within the six learning areas. She has experimented with recording observations of children to help her focus on their individual development. As a result she has noticed areas in which children are beginning to achieve. She takes opportunities whilst they play to focus their attention, for example, on different colours. They discover how technological toys work and especially enjoy those that make sounds and music. However, she has not yet developed a system for using observations effectively in planning play activities to meet children's differing learning needs. She liaises verbally with parents regarding children's enjoying and achieving although she has not extended this to help parents become more involved in their children's learning.

The childminder is very attentive to children's welfare and actively promotes their well-being whilst in her care. Her medical records are well maintained and her procedures regarding good hygiene practice are robust. Children have opportunities to learn about a healthy lifestyle and they rest, or sleep, according to their needs. They are closely supervised at all times and consequently begin to develop an awareness of personal safety. The childminder has carried out a risk assessment of the premises and ensures that children keep safe on outings, although her records lack sufficient detail to ensure all risks are minimised. Younger children particularly enjoy visits to a local playgroup where they mix with others and participate in group activities, such as singing. Older children benefit from help with their homework and organised trips during the school holidays.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

### Leadership and management

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

### Quality and standards

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

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: Met

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

## **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 registration.

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.