

## Inspection report for early years provision

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<b>Unique reference number</b>	123398
<b>Inspection date</b>	28/01/2009
<b>Inspector</b>	Kelly Eyre
<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 1997. She lives with her husband and two teenage children in Harpenden, Hertfordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a first floor bedroom for children requiring undisturbed rest. Children have access to the fully enclosed garden for outdoor play. The property is accessed by a low step and facilities are located on the ground floor. The family has one dog, one cat and seven rabbits.

The childminder provides care each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Children on the voluntary and compulsory parts of the Childcare Register share the same facilities as those on the Early Years Register. There are currently 19 children on roll on a part-time basis, of whom six are in the Early Years age range.

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

Overall, the childminder makes good provision for children in the Early Years Foundation Stage. Her consistent support ensures that they are included and can participate fully in the activities and play opportunities. The childminder's good knowledge of child development and her confidence in enabling children to determine their activities are key strengths, ensuring that children are offered appropriate activities and resources and their interests are reflected within these. The childminder's positive approach to evaluating her practice means that she has a realistic picture of her strengths and weaknesses and can implement plans to continue to improve the outcomes for children.

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

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

- ensure that evidence is available to show that a training course, approved by the local authority and consistent with the Early Years Foundation Stage, has been completed
- continue to develop the assessment procedures to show children's starting points and to identify next steps to feed into planning.

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

The practical procedures for assessing children and monitoring their progress ensures that their individual development is promoted. The childminder has good partnerships with parents and carers, keeping them well informed of their children's progress and activities through daily diaries, informative notice boards and regular discussions. The good liaison with school means that the childminder is

aware of current activities and topics and can provide appropriate activities to complement these and support children in their learning.

The childminder has thorough self-assessment procedures to help promote the continuous evaluation and further development of her practice. She obtains feedback from parents and children in order to review her work and identify potential areas for improvement. She conscientiously implements clear plans for the future, which will lead to the potential to improve outcomes for children. For example, recent changes have included the introduction of written observations and assessments to help ensure that children's development is consistently promoted.

The daily implementation of thorough safeguarding policies and procedures ensure that children are protected and their welfare promoted. The childminder has completed an effective risk assessment of her home in order to identify and minimise risks to children. However, children's welfare and safety are not fully promoted as there is no current evidence that an appropriate childminder's training course has been completed.

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

Children participate in a stimulating range of activities that support them in making good progress in all areas of learning. The childminder is experienced and has a good knowledge of child development. She is therefore confident in enabling children to determine their own play and learning, providing appropriate support and encouragement whenever needed. For example, children have plenty of time to explore the playdough before the childminder demonstrates how to use the various tools, encouraging children to try these and to name the shapes as they make them.

Activities and play opportunities are planned according to children's current developmental needs and interests, based on the childminder's formal and informal observations of them. However, children's development is not fully promoted as the assessment procedures do not clearly show their starting points and are not always used to inform the next steps.

Children are gaining a good understanding of healthy lifestyles and the relevance of hygiene practices. Good role modelling by the childminder and ongoing discussions mean that young children understand the importance of daily practices such as washing their hands before snacks and meals. They are gaining an awareness of the importance of a healthy diet as they help plan meals and visit the farm to pick their own fruit and vegetables.

Children are encouraged to be inquisitive, explore the environment and note changes. For example, they plant seeds and grow tomatoes, runner beans, chives and strawberries, noting the conditions that are required for the plants to grow and harvesting the crops. They are encouraged to be active learners and solve simple problems as part of their daily play. For example, young children count the number of fingers as they draw around their hands and then compare the different

hand sizes, stating which are bigger or smaller.

The stimulating environment and easily accessible resources encourage children to explore and extend their understanding. This is further promoted and their enjoyment and sense of self-worth increased because the childminder consistently involves them in the planning of activities. For example, children look through craft books and library books with ideas for activities for inspiration for their own activities. They work together to collect resources and write lists of items to be purchased. They thoroughly enjoy making an extensive range of crafts, such as collages, book marks, weaving, beading and puppets.

## 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

<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

<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

<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?	2
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

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide evidence that an appropriate course, approved by the local authority and consistent with the Early Years Foundation Stage, has been completed, or demonstrate how this will be achieved.

02/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- demonstrate how you will meet the requirements regarding obtaining a qualification at a minimum of level two in an area of work relevant to child care, or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Qualifications and Training).

02/03/2009

## **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.