

## Inspection report for early years provision

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<b>Unique reference number</b>	123907
<b>Inspection date</b>	12/01/2009
<b>Inspector</b>	Lindsay Hare
<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 1993. She lives with her husband and two adult sons in Hertford Heath. A maximum of six children may attend the setting at any one time. The whole of the ground floor of the property is used for childminding and an upstairs bedroom which is used for sleep purposes only. There is a small step leading to the entrance of the property. There is a secure garden for outdoor play. The family has one dog.

The childminder cares for children during term-time and in the school holidays. There are currently three children attending who are within the Early Years Foundation stage (EYFS). The childminder also cares for two children aged over five years and is registered by Ofsted on the Compulsory (CCR) and Voluntary (VCR) childcare registers. The childminder works in partnership with parents and the local nursery.

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

Overall, the childminder makes good provision for children in the Early Years Foundation Stage. She has an observational assessment system in place which identifies the next steps for individual children's learning and development. Most policies are in place to safeguard children effectively although some lack accurate detail. Inclusive practice is generally promoted to ensure that each child has the opportunity to reach their potential, although children's awareness of other cultures and religions is limited. The childminder has completed an effective self-evaluation of her practice and has identified areas for improvement in order to secure future development.

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

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

- review the hygiene procedure relating to handwashing and disposal of paper towels
- ensure that recording on the attendance register shows the exact times of children's arrivals and departures
- develop the complaints procedure by including more detail with regard to notifying the complainant of the outcome of the complaint within 28 days
- develop children's awareness and understanding of different cultures and religions.

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

The childminder has completed a self-evaluation of her practice where she has identified the strengths and areas that she needs to improve. For example, she plans to develop her links in working in partnership with other childcare

professionals. She communicates well with the parents to gain information relating to the children from them and then uses this knowledge whilst caring for their children. Parents are involved in their children's learning and development and the childminder shares her observations and assessment records with them, to which they can comment. The childminder's safeguarding policies ensure that children are well protected. There is a complaints procedure available but this lacks details for parents about how to make a complaint.

The childminder has started to record her observations and gather evidence in the form of photographs of children's work. She is able to be flexible by offering activities that appeal to children and follow their interests as well as complementing and extending the activities that the local nursery provides for the children.

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

Children enjoy their time with the childminder and are making good progress in their learning and development. The childminder provides a balanced range of activities and experiences that ensure their individual needs and interests are accounted for. Children are encouraged to explore their environment, for example, they enjoy regular walks in the nearby woods and experience playing in the snow, learning that it is frozen water and that as it melts it makes their hands and clothes wet. They develop their physical skills in the garden and improve their co-ordination as they balance on the differing levels of climbing apparatus in the park. Children are able to select their own resources and make choices, for example they match pictures as they play a game of 'snap'. The childminder is involved in children's play as she plays hide and seek with them, developing trusting relationships and building their confidence.

Children are well supported by the childminder who enables them to talk with confidence and express their ideas and thoughts through lots of discussions. They visit the library bus, choosing books to read and have begun to write their names. Children are beginning to problem solve as they decide how to connect the train track together. They count on their fingers and do simple addition with help from the childminder. Children are developing their independence, for example, they operate the cassette recorder themselves and are beginning to tell the time on the clock as they set the alarm clock to indicate when mummy comes to collect them.

Children enjoy using the play kitchen to cook food and use pretend money whilst playing shops, increasing their understanding of the world around them. They are enabled to develop their creative skills by using paint, glue and play dough and are planning to make a mat for the cars themselves. The children plant hanging baskets in the garden and discuss how seeds can be planted to grow into fruit. The childminder plans to extend the children's knowledge by growing strawberries with them in the summer. Children are learning about living things and how they change over time.

Children develop their social skills at mealtimes when the childminder sits and talks with them. They learn about healthy eating as they are encouraged to eat fruit and

vegetables, using a reward chart to record this. The routine for washing and drying hands does not currently ensure that the good health and hygiene of children is promoted.

Overall, children are cared for in a safe and secure environment where hazards have been minimised, however, an accurate record of children's attendance is not kept and this could compromise their safety. The childminder has a clear understanding of issues relating to safeguarding children and has all the relevant child protection literature in place. Lots of discussion and gentle reminders ensure that children learn to keep themselves safe, for example, they practise the Green Cross Code on their way home from nursery.

## 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?	3
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?	3
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?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
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:	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 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.