

## Inspection report for early years provision

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<b>Unique reference number</b>	124030
<b>Inspection date</b>	27/01/2009
<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 has been registered since April 2000. She lives with her husband and two children aged 13 and 16 years in Hoddesdon, within walking distance of local shops and Cranbourne School and Nursery. In the main the whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. Access to the premises is via a small step into the hallway and the childminder has a ramp for use should it be required. The childminder is registered to care for a maximum of four children under eight years at any one time. There are currently five children between the ages of one year and five years on roll, all attending on a part-time basis. The childminder also cares for three children over eight years. The family has a cat and a rabbit. The childminder meets up with another registered childminder on a regular basis. 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**

Children clearly enjoy their time with the childminder in the stimulating yet homely environment she provides for them. Children's needs are met very well because the childminder takes the time to get to know them through her own observations and effective communications with parents. All children are fully included, whatever their age, gender and ability, and there is a wide range of resources to suit all interests. The childminder is embracing the Early Years Foundation Stage(EYFS) wholeheartedly and strives to maintain continuous improvement in all aspects of the service she provides.

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

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

- develop further the systems for observational assessments and planning, by linking them with the EYFS, to ensure children make progress in their learning and development
- develop the risk assessment to include the garden and outings.

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

Children clearly benefit from the strong partnerships that exist between the childminder and their parents. Parents receive a useful written introduction to the provision and are kept fully informed and involved in their child's achievements and progress. In addition, they see photographs and written observations in their child's learning journey books. Parents' views and opinions are sought as part of the childminder's self-evaluation process, helping the childminder to reflect on her practice and set targets for future improvements. Older children also contribute their ideas by suggesting activities they would like to do with the childminder. All

recommendations made at the previous inspection have been addressed in full. For example, the policy and procedure for safeguarding children has been updated to reflect changes in legislation. Other registered childminders and representatives from the National Childminding Association provide support and advice and this leads to improved outcomes for children.

A high priority is given to keeping children safe in this setting. The childminder fully understands her role and responsibilities to safeguard children and she knows the appropriate action to take should she be concerned for a child's welfare. Sensible safety precautions in the home, significantly reduce the risk of accidental injury to children. For example, a safety gate prevents younger children from gaining access to the stairs. Children begin to learn about keeping themselves safe as they help to tidy away toys from the floor and are discouraged from climbing on the furniture indoors. There is a clear emergency evacuation procedure in place and this has been discussed with the older children so they would know what to do in the event of a fire. Detailed risk assessments are in place for the home, but do not yet include the garden or outings.

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

Children show a strong sense of belonging. The childminder respects children's individuality and their family context. She works in complete partnership with parents to ensure each child's daily routine is followed successfully. Parents share useful information about their child before the placement starts, covering all aspects of their care. The childminder makes good use of the information to build the foundations for a very meaningful and purposeful relationship with the children. The childminder actively promotes an inclusive environment where children learn to share, be kind and be respectful to others. They have the opportunity to develop their own identity through a range of activities. For example, younger children love to look at books with the childminder and show delight in pointing to their nose, eyes and mouth as the pictures in the book depict. Children of all ages enjoy being creative as they investigate the art and craft materials. They use their imaginations as they dress up and engage in role play scenarios together.

Children flourish in a happy and relaxed homely environment. They are well motivated and show interest in a good range of purposeful activities, which provide consistently high levels of challenge appropriate to their age and stage of development. They are able to make informed choices from a very good range of well-organised and easily accessible play resources, which promotes their independent learning. Activities are carefully planned and linked to children's interest and experiences. For example, children discover about the local community and the wider world as they go with the childminder to see the animals at the nearby garden centre, visit the library, park, post office and market. They explore the different sounds they hear and how the animals live and feed. Their language, mathematical thinking and imaginative development is extended further as they explore different shapes, colours and numbers. Lots of stories and rhymes about the animals help children to consolidate their learning.

Children's health, well-being and safety is successfully promoted through play. They are beginning to be aware of their own safety. For example, they know how to cross roads safely, and not to touch the oven when in use. Children know the importance of good hygiene practice and how eating fruit and vegetables helps to keep you healthy. Children are well behaved and respond well to the childminder's calm and consistent approach. This results in children feeling safe and secure, through which they develop a high degree of self-confidence and a strong belief in themselves.

Children are making good progress towards the early learning goals. The childminder is in the early stages of making observations of children at play and has made a very encouraging start. The observations are not yet, however, clearly linked to the EYFS, although the childminder has the resources and skills necessary to develop in this area.

## 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:	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.