

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY382645
<b>Inspection date</b>	10/03/2009
<b>Inspector</b>	Sarah Williams
<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 2008. She lives with her husband and two children aged two and four years in a house in Sawbridgeworth, Hertfordshire. The whole of the ground floor and one of the bedrooms are used for childminding. Children have access to a secure enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of two children from birth to under five years of age. Care is also provided for children aged up to eight years. She is currently caring for four children, all of whom attend on a part-time basis.

The childminder takes children to the local park and playground, library and other places of interest.

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

The quality of care and learning is good. Each individual child enjoys high quality care and learning with all their needs very well met. They benefit from the childminder's exceptionally well-organised and fully professional approach, ensuring their good safety and welfare. The children receive thoughtful, individual care and are made to feel very welcome and at home; they make good progress in their learning and development and their care is enhanced by the highly effective partnerships with parents that the childminder has worked hard to very clearly establish.

Attention to detail and critical self-evaluation means that the childminder is constantly reviewing her practice to make improvements for the children. A set of carefully devised policies and procedures underpin the day-to-day provision and serves to reassure parents that children are in safe hands. Positive feedback from parents demonstrates their satisfaction with the high quality service provided.

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

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

- extend knowledge of assessment arrangements to ensure children are challenged and continue to make good progress in their learning and development.

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

Children benefit from the childminder's commitment to staying abreast of developments in the childcare field. The childminder has high aspirations for quality and delivery of care and education. She is unfailingly enthusiastic and

attends training courses whenever possible as well as reading very widely to broaden her knowledge. This has enabled her to develop a full and well-presented set of policies and procedures, available to parents in a folder: this offers a clear picture of the range of services provided and the quality of care being offered. All records are kept up-to-date and stored confidentially, to be shared only by the parents and children they relate to. Parents appreciate the flexibility and approachability of the childminder, who knows the children well and makes great efforts to ensure each child is welcomed and feels happy and contented whilst in her care.

Improvement and self-evaluation is seen as key to maintaining the high standards set by the childminder. Reflective practice means that changes and improvements, such as additional resources, finding new places to visit, safety equipment and updating documentation are ongoing and immediately effective. She is open to ideas and outward-looking, aware that children's needs change as they grow and develop.

Children are protected from potential harm or neglect as the childminder is well-informed regarding safeguarding procedures; she has attended specialist training and understands the issues relating to her responsibility to protect children in her care. Parents are made aware of the childminder's approach as information is given and a discussion takes place before children attend. All adults who come into contact with the minded children are vetted and never left alone with the children. Safety considerations are paramount and the home and garden are child friendly and used flexibly to meet children's needs. They are safe and secure and unable to leave the premises unseen.

The childminder develops firm and effective links with parents from the beginning of the childminding arrangement. She is aware that parents are busy and makes time to speak to them to keep them updated about any developments involving their children, as well as informing them about activities such as outings and celebrations. Information from parents, teachers and others involved in the children's care is incorporated into plans for activities, ensuring continuity between the children's various settings.

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

The provision of welfare, learning and development is very good. The childminder is dedicated to delivering an excellent quality of care and this is reflected in the progress the children make as well as parents' complete satisfaction and positive feedback. Children's independence is fostered as they confidently enjoy playing and learning alongside the childminder. She is able to facilitate and encourage the children without dominating or leading the play, rather she follows the children's lead and incorporates their interests and enthusiasms.

Children have use of the whole ground floor and garden. A selection of toys is available at floor level, and these are varied daily to ensure children are stimulated and enthused to engage and be creative. Children use the dining table for crafts and when they eat their meals and snacks. Posters add visual interest and the toys

are well chosen to suit the children's ages and stages of development. Resources are continually added to, some natural materials and recycled items for modelling are included as well as commercially produced toys to provide variety and stimulate children's sensory responses. Children needing a rest or nap can use a sofa and cosy blanket or if more comfortable, a travel cot in a quiet bedroom.

The childminder clearly relishes her time with the children and interacts naturally and warmly with them to build their confidence and sense of self-esteem. She talks to a toddler whilst carrying out routine care, and soothes a child with a troublesome cough when they seem to be in need of a nap. Children are able to develop language and non-verbal communication skills as they share stories and play imaginative games such as making a den or a puppet show. Creative activities are introduced as children are developmentally ready, such as mark-making, role play, making music, clapping and simple counting through songs and rhymes. Walks and outings break up the day and provide conversation points as children go to the playground or toddler group to meet with other children for social exchanges.

By beginning to observe and note what the children can do, and are interested in, the childminder can form a record of their achievements and plan ahead to provide activities linked to their interests and incorporating seasons and festivals from around the world.

Children respond positively to the clear and consistent boundaries regarding behaviour. The childminder has realistic expectations has devised a simple set of house rules: she shares her approach with parents. The result is a harmonious household where all children have their needs met and get along very well with one another, as they feel valued and loved.

## 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?	1
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>	3
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
---	-----

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.