

## Inspection report for early years provision

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<b>Unique reference number</b>	129214
<b>Inspection date</b>	28/01/2009
<b>Inspector</b>	Kim Wailling
<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 1996 and lives with her partner and two children aged 14 and 12 years in Welwyn Garden City, Hertfordshire. The whole of the ground floor and one bedroom are used for childminding purposes. There is a rear garden available for outside play and level access to the childminder's house.

The childminder is registered to care for a maximum of six children on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for two children in the early years age range and four children over five years old on a part-time basis. She operates on five days a week for 48 weeks of the year. The family has two rabbits and a cat.

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

Children are exceptionally well cared for and make outstanding progress in their learning as the childminder has an excellent understanding of the requirements of the Early Years Foundation Stage (EYFS). She has attended a diverse range of training, including both a basic and advanced safeguarding children course, using the information gained to inform her practice. In addition, she was awarded a local authority childcare quality standard award in 2007 and is currently in the process of renewing this. Consequently, she is well informed about childcare issues and initiatives such as creating an inclusion environment for children and strives to constantly improve her practice to meet the changing needs of all the children in her care.

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

To further improve the high quality early years provision the registered person should consider:

- organise children's attendance record to include parents' signatures.

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

Excellent adherence to the EYFS welfare requirements facilitates children's learning and development in all areas. Children's safety is given the highest priority and excellent ongoing measures such as comprehensive risk assessments are in place to ensure the safe and efficient running of the setting. In addition, the childminder provides an outstanding range of planned, purposeful play experiences that encourages children to be active learners and helps them make outstanding progress towards the early learning goals. This is a strength of the provision.

Ample information is available to parents about the service that the childminder offers before childminding starts through a written welcome pack and by access to a website. Excellent systems of communication with parents are maintained which

means that that parents can play an active part in their children's care and learning. Policies and procedures are shared so that parents are informed about aspects of the childminder's service such as how she protects children from harm, which the childminder does very well. However, organising systems to include parents' signatures on children's attendance records will further strengthen this. The childminder has received many complimentary letters of recommendation from parents outlining the high standard of care that their children have received.

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

Children's learning and development is outstandingly support. The childminder skilfully identifies children's interests and builds on these to extend children's knowledge and understanding. For example, a child's interest in dressing dolls is linked to the completion of a weather chart and questioning about what clothes would be suitable to wear in different types of weather. Resources such as story sacks and puppets are used imaginatively to gain children's attention and enhance their learning. There is a very good balance of creative adult-led and child-led activities which are planned to offer enjoyable challenges to children. The childminder is aware of children's additional learning needs and ensures that her daily routine accommodates these. For example, time is made to introduce new mathematical and problem solving games to children who are ready to begin more formalised learning.

Highly effective planning and assessment systems which help the childminder identify each child's stage of learning are in place. For example, assessment is based both on the EYFS learning outcomes and child development milestones creating a comprehensive picture of children's achievements. In addition, a CD-ROM showing events in the children's day and special occasions such as meeting Father Christmas, has been compiled by the childminder so that the children's parents, and in one instance grandparents, can share their children's experiences. Excellent links have been made with other providers who deliver the EYFS such as nursery and school staff, so that children are offered a consistent and continuous pattern of teaching to support their learning. In addition, the childminder networks with outside agencies, such as health visitors, to keep herself informed about child development and childcare issues.

Children have exclusive use of a designated playroom which has been arranged to provide a safe, warm and welcoming environment for children. For example, comfortable furnishing and attractively stored toys create an inviting environment where children have ample room to play. Children of all ages can choose from a wide range of toys and resources which are of high quality and age-appropriate. Role play resources in particular have been very carefully chosen so that they represent positive images of diversity.

Children's good health and well-being is fully promoted through the daily routine and in the use of policies and procedures such as recording the administration of medicines. Children are given a choice of fruit for snack and health options for mealtimes. Time, attention and close liaison with parents ensure that babies are successfully introduced to weaning and enjoy different tastes and textures of

foods. Opportunities that promote physical play and exercise are frequently offered including the use of a trampoline walks and visits to local parent and toddler groups which have a good selection of wheeled toys for younger children to use.

Children are encourage to think about how to keep themselves safe and are involved in drawing up house rules. They settle quickly into the childminder's care as excellent attention is given helping younger children feel welcome and included. For example, children of all ages are involved in special events such as outings and the celebrations of birthdays. Birthday parties are held for each child with balloons, party food and traditional party games such as pass the parcel and treasure hunts. Younger children have the opportunity to play with older children and all form strong friendships, which include the childminder's teenage children, in the extended family atmosphere that the childminder has created.

Children have an enjoyable and highly rewarding time in the childminder's care. The childminder clearly enjoys her job, constantly works very hard to ensure that children are happy and safe and offers an outstanding service to children and their families.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.