

## Inspection report for early years provision

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<b>Unique reference number</b>	162312
<b>Inspection date</b>	20/05/2009
<b>Inspector</b>	Jill Nugent
<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 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 2001. She lives with her husband and two children, aged 11 and 14 years, in a house in Ware. The whole of the house is used for childminding and there is a secure garden for outdoor play. Access to the house is via a short flight of steps from the driveway. The family has two pet dogs and some tropical fish.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight and is currently minding five children, all of whom are in the early years age group. She is a member of the National Childminding Association and has achieved a Hertfordshire Quality Standards Award.

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

Overall the quality of the provision is good. The childminder offers an inclusive service where children enjoy a range of learning experiences and make good progress towards the early learning goals. The childminder prioritises children's individual well-being and is particularly adept at promoting their health and safety. As a result, children feel happy and secure in her care. Her partnership with parents is very effective in helping her to meet children's needs. She continually develops and improves her practice through increasing her own knowledge and understanding of childcare.

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

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

- maximise opportunities to challenge and extend children in their learning during adult-led activities.

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

The childminder is extremely well organised with regard to both her documentation and the practical aspects of her provision. All the required paperwork is in place and includes written policies which are specific to her practice. These form a sound framework for the high quality care on offer to children. The childminder is especially aware of the differing personalities of the children in her care and this helps her to ensure that each child feels valued and included in the setting. She is committed to the ongoing improvement of her provision and has attended various training courses since her previous inspection, for example, Observation and Planning and Safeguarding and Environmental Health. She reflects on her practice using a system of self-evaluation to highlight areas for further development. This has led recently to the introduction of a new leaflet and welcome pack for prospective parents.

The childminder has comprehensive procedures in place for ensuring that children are safeguarded. She has a very good understanding of child protection issues and knows what to do if she has any concerns. Her risk assessments are particularly thorough and she has an excellent approach to promoting healthy lifestyles. Children benefit from the childminder's emphasis on a close working partnership with parents. This contributes to children's individual needs being met effectively. The written information about the childminder's provision is attractively presented so that parents are very clear about the different aspects of her practice. She provides details of the activities on offer, her menu and daily routine. Parents can view their children's observational records at any time and in this way become involved in their children's learning. In addition the childminder liaises closely with other provisions that children attend and therefore can offer extra support if necessary.

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

Children develop a real sense of belonging in the setting and especially enjoy the freedom to move around safely accessing a wide choice of activities. They develop confidence and independence and are always polite. They especially enjoy the social aspects of the group, for example, sitting together in the garden singing rhymes. They show much interest in the available resources and learn to make decisions for themselves as the childminder suggests ideas for play. Children access a wide range of resources in the play room and garden and this encourages them to become active learners. The childminder interacts to enhance their play, promoting conversation so as to extend their learning through play. For example, she becomes involved in children's role play, introducing extra resources whilst following up the children's own ideas. Children have good opportunities to take part in adult-led activities, such as painting pictures, when they learn and practise new skills.

The childminder has introduced a system of observational assessment and creates attractive learning journey files for children showing their development over time. Her observations help her to work out the next steps in learning for each child so that she can plan future learning experiences to meet their individual needs. However, her planning sometimes lacks a specific focus and she misses opportunities to challenge and extend children in their learning during adult-led activities. Children take part in a variety of activities which promote their learning in all areas. For instance, they explore mark-making as they draw and colour, learn about the letters of the alphabet as they begin to write and find out about numbers as they learn to count. They enjoy art and craft activities and often make cards for special celebrations. The childminder is very supportive and assists children as they explore different materials creatively.

Children's welfare is promoted successfully through the implementation of exemplary health and safety procedures. The childminder encourages children's understanding of healthy eating through activities, such as food tasting, when children record their likes and dislikes on picture charts. She offers a wide variety of fresh fruits for snacks and liaises with parents to ensure that any foods brought

from home are healthy and nutritious. Children have excellent opportunities to enjoy outdoor play and have great fun as they run around, 'paint' with water or ride trikes. They learn how things grow when planting and harvesting vegetables, such as potatoes and radishes. The childminder ensures that children keep safe through regular safety checking of the premises as part of a risk assessment procedure. She has comprehensive written risk assessments for a range of activities and outings, detailing the action taken to minimise possible risks. She makes use of her knowledge and understanding of safety issues to encourage children's own awareness of personal safety in different situations.

## 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?	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>	2
<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?	2
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?	2

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## **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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