

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY217435
<b>Inspection date</b>	23/04/2009
<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 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 originally registered in 1998 and re-registered in 2002. She lives with her husband and three sons, one aged 11 years and twins aged nine years. The family live in Cheshunt and the whole of the premises is registered for childminding purposes, with the exception of the loft conversion. The setting is within walking distance of the doctor's surgery, local parks and schools. The family has a dog as a pet. The childminder is registered to provide care for three children under eight years and is currently caring for three children all aged three years. The childminder 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**

Overall the quality of the provision is good. The childminder uses her experience to provide a safe and homely environment which supports children's care and learning. She conscientiously ensures that each child is fully included in all that happens within the setting. Close working relationships with parents help the childminder to meet each child's individual needs. A wide variety of activities are planned and provided to ensure that all children make good progress in their learning and development. The childminder is reflective about her practice and is beginning to organise her thoughts to help ensure ongoing improvement in the service she offers.

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

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

- update safeguarding children policy to include action to take should an allegation be made against the childminder
- consider ways of reflecting on practice in order to support continuous improvement.

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

All relevant documentation is up to date and available. The childminder has successfully kept abreast of any new legislation, and has completed the required training courses and workshops, pertinent to her practice. She has obtained the necessary permissions from parents to enable her to safely administer medication and emergency first aid treatment. The childminder takes her responsibility to safeguard children very seriously and knows how to observe and record any concerns, who to contact and what to do. She ensures she keeps within her adult child ratios, and maintains accurate records of children's attendance. She has established emergency back up if required and space is organised effectively to ensure children have room to move around freely and be comfortable.

The childminder is beginning to reflect on her practice and identify her strengths and any areas for improvement, although this is in its early stages. Partnerships with parents are very good and they are fully informed about the care of the children. For example, through daily verbal communication, assessments and observation records, and shared policies and procedures. Parents know about the complaints procedure and who to complain to, and their comments and suggestions are warmly received by the childminder. Details of what children do are shared with the parents to encourage them to be interested and extend their learning in the home setting. Links with other carers and settings are also beginning to be developed. Extremely positive comments from parents, past and present, by way of letters and cards, confirm their satisfaction with the level of care and education the childminder provides.

There are rigorous arrangements for carrying out risk assessments, for example, all areas children access are checked daily and any hazards are noted and acted upon. The childminder ensures any outings are planned after she has taken appropriate measures to ensure the children will be safe and secure. All relevant information is gathered during children's induction and the childminder uses this information to effectively meet their needs.

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

Children are well supported in their learning through the provision of a wide range of resources and planned activities which are appropriate to their age and stage of development and encourage children to be inquisitive and active learners. Activities are planned in advance and include an equal balance of child-initiated and adult-directed. These are not set in stone but make allowance for children's own interests on the day. For example, children are excited to watch the tree surgeon lopping branches from a large tree in the childminder's garden. They talk with the childminder about what he is doing and show a real interest. When he has finished, children collect some of the twigs and bring them inside to make pictures with. The childminder interacts effectively with children to encourage them to be independent thinkers by using effective questioning skills. Children are confident speakers and enjoy conversations amongst themselves as they play, and with the childminder. Visits to a local wildlife park give children opportunities to learn about various animals. Children have many opportunities to develop physical skills, such as, balancing, climbing and jumping as they play in the garden or visit local parks. Children enjoy role play activities; pretending to be in the hospital and making each other better. Children are given regular opportunities to express their own ideas through the use of paint, dough and cutters. The childminder makes photographic observations of children's achievements, which are linked to the six areas of learning, and she is developing a system to record their progress towards the early learning goals.

Children are provided with meals and snacks that are suitably nutritious. They take responsibility for their personal hygiene and understand the reasons why. Children are encouraged to keep themselves safe through following set boundaries in the home. They are kept safe on outings through learning about road safety. Children are free from infection through parents' understanding not to bring children in if

they have an infectious disease. They are encouraged to be well behaved and to take turns and share as they play, and children respond very well to this. In this child-centred 'home from home' environment children's physical and emotional needs are extremely well met, resulting in very happy, confident and self-assured children who are making significant gains in their learning and development.

## 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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----