

## Inspection report for early years provision

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<b>Unique reference number</b>	124048
<b>Inspection date</b>	09/06/2009
<b>Inspector</b>	Lynne Kathleen Talbot
<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 registered in January 1995. She lives with her husband and their two young adults aged 15 and 20 years in Hoddesdon. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play. Access to the childminder's home is via single step at the threshold.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide six places for children. There are currently seven children attending part-time hours, three of whom are within the early years age group. Two children attend other settings such as the early years unit of the local primary school or nursery.

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

Overall the quality of the provision is good. Clear knowledge of children as individuals ensures that the childminder promotes learning and development successfully. Children are safe, their welfare is promoted well and arrangements for safeguarding children are robust. Informal methods of working with parents are well established defining a good working, flexible relationship. Partnerships with other settings providing Early Years Foundation Stage (EYFS) are secure and established enabling children to benefit from consistent and complimentary care. The children does plan for her own development and has begun to establish a system for self-evaluation but this is yet to be developed to focus on outcomes for children.

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

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

- carry out regular fire drills and record any problems encountered and how they were resolved in a fire log book
- inform the planning building from an initial starting point that involves parental input and use the observations and assessment to identify next steps for learning
- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

Policies and procedures are used effectively to promote the welfare of children. The childminder has a firm understanding of issues relating to safeguarding. She extends her knowledge by attending training such as safeguarding and makaton

signing. This promotes her continued development. The childminder works closely with parents to ensure inclusion for all, assisting with flexible hours of care where needed, offering family support and supporting individual learning needs. References are positive and complimentary with parents recording '100% confidence' and 'supportive and professional'. The childminder was nominated, by parents, for the Hertfordshire Childcare Awards in 2006 and was successful in being awarded runner-up; a positive affirmation of their confidence in her care. The partnership with other settings is established with the childminder happy to plan activities to continue support for children's learning.

The childminder reviews her care and plans training and development. She has begun to initiate a system to self-evaluate her provision but is yet to establish quality improvement processes as the basis of internal review and outcomes for children. Risk assessment for both the home and outings is thorough. However, there is no record of practice and children are yet to carry out the emergency evacuation procedure which could lead to delay in the event of an emergency. Resources are organised within accessible storage to enable children to self-select materials and initiate learning. Flexible routines encourage children to enjoy a range of activities within the home and exploration of their local community fosters an awareness of the immediate world around them. They visit local parks to feed the ducks and Barclay Park in Hoddesdon viewing other wildlife, they also attend toddler and social groups. Verbal feedback to parents is used very effectively with a daily physical care sheet to support this for younger children. The childminder develops profile development assessment books using spontaneous observations and photographs linking activities to the EYFS areas of learning. However, there is not yet a system to agree a baseline starting point for children with parents which means that they are not fully involved in their children's learning.

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

Children enjoy a wide range of activities that support them in making good progress. Planning is flexible and largely child-led and based on their current interests. Observation is completed and assessed to show progression and links to areas of learning. However, there are no next steps identified for individual children which means that potential learning opportunities may be missed to enable children to fulfil their potential. Children talk easily with the childminder and visitors, exploring their developing language. For example, they explain what models they have made and for whom they made them showing self-esteem and pride in their work. Children count readily within activities, explore size when playing with water and storage bottles and learn to estimate quantities exploring problem-solving as well as early science.

Children show curiosity in the world around them, technology and each other. For instance, they enjoy planting seeds such as tomatoes caring for them and learning about seeds, roots, stems and fruits. They understand that plants need water and sunlight to grow and link this to their own development of health through good food, fluid and exercise. Children competently use computers both for research with the childminder and for programmes such as art works when they create and print their pictures. They learn to appreciate other cultures using non-fiction books

including cookery and art books and enjoy discussing events such as Buddha's birthday when, again, they review this in books. They gain an appreciation of the needs of others as they learn signing and use this both with the childminder and independently when with their families.

Children engage in cooking activities eagerly making cakes and biscuits, or decorating gingerbread men. They are helped to extend their development as the childminder tells them stories that link to activities such as 'The Gingerbread Man' where they join in familiar rhyme developing their language skills. Children regularly visit the library to select books to share and begin to explore early reading. They have ample opportunities to develop their physical skills as they use the soft play area 'Scrambles' close by and visit the Van Hagues Garden Centre where they have close contact with animals. They take part in routines to support their physical health and hygiene as they are taught personal hygiene routines both inside and outside the home.

Children thrive because they are in a secure environment. They learn about road safety when in the community each day, operating the road crossing system and becoming self-aware. They develop social awareness as they attend groups together and have a sense of responsibility when tidying toys and equipment away. Children do take part in discussion regarding personal safety such as not using the trampoline when the netting required replacement and personal safety in the sun using sun hats and sun lotion. They discuss emergency evacuation regularly but do not yet practice this meaning that there is a potential for delay or error in the event of an emergency. Young children learn routines for safety because they are given reminders such as not putting toys into their mouths because of the risk of choking.

## 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.	3

### 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?	3
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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