

## Inspection report for early years provision

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<b>Unique reference number</b>	404213
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Sylvia Crawford
<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 2000. She is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. She lives with her husband and their teenage son in a residential area of St Albans, Hertfordshire close to local shops, pre-school, and schools.

The childminder uses all downstairs for childminding with rest facilities upstairs. There is a garden available for children's outside play. The childminder takes children to the local pre-school and attends a toddler group on a regular basis.

The family have two cats and one guinea pig as pets.

The childminder's registration permits her to care for a maximum of six children, of which, three children may be in the early years age group. She currently cares for five children and all are in the early years age group. Children attend on a full and part-time basis. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding. Children thrive in a setting that is fully inclusive and clearly recognises their uniqueness and individuality. They participate in an excellent range of well planned activities and experiences that meet their learning and development needs and enable them to progress well. The childminder has an in-depth understanding of the children's individual needs, which she has gained through her close working relationship with the parents and her own observations. The childminder is committed to developing and improving her service through continual self-evaluation and attending relevant training courses to enhance her skills and knowledge.

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

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

- continue to develop a procedure for working in partnership with other settings

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

The comprehensive range of well defined policies and procedures ensure that systems are in place to promote a very effective service. Clear records of accidents, incidents and medication are shared with parents to ensure the needs of children are fully met. The childminder has developed robust systems to evaluate her service and has made improvements that promote children's welfare and

learning. For example, she asks parents to complete a questionnaire stating their views and asking if they have further requests. The childminder is dedicated to her own professional development, undertaking training to improve her knowledge, understanding and practice. Children in her care benefit greatly from this continual self-improvement.

The children play and spend their time in a very well organised, comfortable environment where they have easy access to a wide range of attractive resources. Inclusive practice is strong and is promoted so all children have their needs met and achieve as well as they can. Partnership with parents is outstanding with a two-way flow of information through various means including daily diaries, frequent observations and developmental files. This ensures that the childminder follows the parents' wishes closely and the child's welfare is always paramount. The childminder is beginning to develop a system to enable her to share purposeful information about children's learning and progress with other providers of the Early Years Foundation Stage (EYFS) that they attend.

The quality and effectiveness of risk assessments ensures children play safely within the home, the garden and on outings. The childminder has completed advance child protection training and consequently has a very good knowledge and understanding of safeguarding issues and is fully aware of the procedures to follow if she has concerns about a child.

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

Children are very happy and extremely well settled in this very caring and homely setting, where they flourish and make very good progress. They have formed close trusting relationships with the childminder, whom they approach freely. The childminder has a very competent knowledge of the EYFS, which she uses to support children exceptionally well in their learning. The childminder uses overall themes to plan activities that children will be interested in and will want to explore further, using their own skills, interests and imagination. For example, the current theme is 'New life and growing' and the childminder has built some new raised beds in her garden so the children can plant seeds and new plants. They look at fruit and vegetables while at the local shops and the farm shop, talking about how they grow, their colour, shape and texture. The childminder follows this up at home with activities, such as using some of the vegetables for paint printing and chopping up some to go in their bolognaise sauce for tea. She uses this opportunity to talk about foods that are good for you. Consequently, children are active learners and progress very well. Children relish the childminder's interaction in their learning and frequently seek her attention, although she provides an excellent balance between adult-led and child-initiated activities. Children's progress is monitored methodically, by the childminder's developmental books, with photographs and observations. These are used to plan the next steps in children's learning and also a basis for sharing this information with parents.

Children also enjoy activities away from the home environment, for example, visits to the local park collecting leaves and looking at the wild life. These outings are well scheduled to fit around children's individual routines. Children are all very

happy, busy and engaged, moving freely around the setting and making independent choices about what they do. The children have the confidence to initiate their own games and play cooperatively with each other. For example, they get out the finger puppets and the childminder supports them to use them and sing nursery rhymes together. Children are discovering that others have different needs to their own and are developing the skills of negotiation. The childminder uses very effective strategies to support children whilst they learn to share and take turns. She is very calm and is an outstanding role model.

Children's welfare is very effectively promoted because the policies, procedures and practice are extremely robust and implemented by the childminder with a very high level of consistency. The home is extremely safe for children and the childminder has several safety measures in place, such as stair gates and window locks. Children are supported to learn road safety as they go for walks locally and they are beginning to understand about fire safety as the childminder practises fire drills on a regular basis. They enjoy outdoor play in a well equipped garden that is an extension of the indoor play area. Children are beginning to understand and adopt good hygiene habits as they wash and dry their hands using their own towel after going to the toilet or playing outside. The childminder is meticulous in her own hygiene practices, ensuring she washes her hands before preparing lunch and follows a rigorous nappy changing routine to prevent the spread of infection. Children are learning about the world around them and to value differences through the positive attitude of the childminder and the activities and resources she provides. For example, they celebrate festivals and share each others cultural heritage. The childminder recognises each child's uniqueness and successfully includes them all within her home, for example, by using simple words in a child's home language to help them settle. Children eat nutritious and healthy meals and snacks prepared by the childminder using the utmost care and attention. She is aware of the children's likes, dislikes and any dietary needs and enables them to make choices about what they eat. They sit together and enjoy a sociable occasion when children are encouraged to eat well and have good manners. Children effectively learn good behaviour from the excellent example shown by the childminder and the praise and encouragement she gives them.

## 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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