

## Inspection report for early years provision

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<b>Unique reference number</b>	162319
<b>Inspection date</b>	09/09/2009
<b>Inspector</b>	Lynn Amelia Hartigan
<b>Type of setting</b>	Childminder

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## 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.

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## **Description of the childminding**

The childminder was registered in 20001. She lives with her two children aged six and 13 years in the village of Sawbridgeworth, Hertfordshire. The whole of the childminder's home is used for childminding and a secure enclosed garden is used for outdoor play activities.

The childminder is registered to care for a maximum of three children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group, whom attends on a part-time basis. The childminder also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and visits toddler groups as required.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare needs are suitably promoted through the childminder's established policies and procedures which enable her to care for children in a welcoming and inclusive setting. Children learn and develop as the childminder ensures she is fully informed regarding their individual development and routines, enabling her to plan effectively for each child's individual learning. Children become independent and confident as they initiate their own play and self-select resources. The childminder has recently developed good systems which enables her to identify areas for improvement and to raise standards. The childminder's enthusiasm to training demonstrates a commitment to maintain continuous improvement.

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

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

- develop the use of observation and assessment to identify children's next steps in learning
- increase the range of resources to further support children's developing awareness of diversity

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

The childminder successfully promotes the children's learning and welfare, as good opportunities for learning and fun activities are provided. The childminder is aware of the requirements of the Early Years Foundation Stage and positively embraces

change, which in turn has a positive impact on the children in her care. The childminder fully understands her responsibilities with regard to safeguarding children. Appropriate guidance and up-to date legislation is at hand should there be any concerns regarding any child's well-being. The childminder is vigilant within the home to ensure the children's safety. Documentation regarding a thorough risk assessments within the home are kept and children are reminded about keeping themselves safe and consequences of their actions. Excellent procedures are in place with regard to the children's safety on outings. For example, the childminder carries a mobile phone, first aid kit and emergency contact cards with her. Children wear wrist bands detailing the childminders mobile number. Car documents are readily available to evidence along with written risk assessments for each outing.

As a result of the childminder completing a level three qualification, a system is now in place to regularly evaluate her practices. The childminder values parents contributions to assist her in the self-evaluation process. Through conversations with parents it would appear they are extremely happy with every aspect of care offered to their children. The childminder also seeks the views of children within her care and uses their feedback to make changes to resources and activities that are offered.

The childminder utilises the limited space within her home effectively to ensure a secure, welcoming and child-friendly environment is provided. The childminder manages her time effectively and provides children with very good individual care and attention. Toys, equipment and resources are mostly, easily accessible and are maintained to a good standard. Children are treated with equal concern within the childminder's home and their care is discussed and planned to meet their individual requirements. The childminder demonstrates a commitment to caring for children in an inclusive provision whereby every child is unique. The childminders exceptionally flexible approach to her work ensures children's individual routines are met. Toys and resources are available that reflect diversity, although these are limited in number and do not always offer sufficient variety to increase children's developing knowledge about other people's cultures and backgrounds.

Parental feedback demonstrates that they are happy with the care and educational experiences their children receive from the childminder. They are confident that her practices enable their children's individual needs to be met sufficiently. Systems in place encourage parents to share information about their child's developmental stages initially and the childminder uses this information to support her planning.

A daily account of what the children have been doing provides parents with an insight into their children's day. The childminder uses the 0-5 tracker system to record children's development and has samples of the children's work within a file, however more detailed observations and records would enable the childminder to clearly identify the children's next steps. Partnerships with other professionals are beginning to be developed. For example, the childminder has contact with the local pre-school and primary school with regard to the children in her care.

## **The quality and standards of the early years provision and outcomes for children**

Children are very confident and happy in the company of the childminder. Their welfare, learning and developmental needs are met to a good standard. Children are supported to enable them to develop and make good progress across most areas of learning. Children are encouraged and are able to initiate their own play. They have opportunities to progress at their own pace in a safe and secure environment. They chat confidently and express themselves through their play and engage the childminder in their games, for example, shopping and changing their baby.

Children are provided with a balanced range of adult and child-led activities. Various outings are arranged and children have great fun at the seaside and visiting the fun fair as a treat during the school holidays. The childminder is beginning to record the children's development well, using observations to record the children's progress and achievements within their personal tracker documents. However, their next steps of learning are not always effectively identified.

Children feel and are safe within the childminder's care as the childminder regularly risk assesses her home both indoors and outdoors. Children talk confidently about their understanding of keeping safe, for example, they know about crossing the road at an appropriate place and staying with the childminder when they walk along the busy road where she lives. Young children talk confidently about the need to use the zebra crossing.

Children understand the importance of packing away their toys after themselves before using fresh resources, to ensure they do not trip on unused toys. Children have fun being fit and active; they play outdoors in the childminder's garden and on the local green area close to home. They learn to ride scooters and bikes and understand the importance of wearing safety helmets as the childminder educates them about hazards.

Children have a sound understanding with regard to good personal hygiene, even younger children. They confidently wash their hands before eating meals and after using the toilet. Although most children bring their own packed lunch they develop their understanding of healthy eating through discussions with the childminder. The childminder provides healthy snacks and drinks throughout the day.

Effective use of praise and encouragement enables children's self-esteem to develop and children appear confident and secure. The childminder and children alike speak fondly of the children who attend, older children are caring and supportive of the younger ones. Children develop skills for the future, for example, they look at books which portray the wider world and have access to resources reflecting positive images. They learn about counting and money when they visit shops with the childminder and they develop social skills when they attend toddler groups and meet with other children.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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