

## Inspection report for early years provision

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<b>Unique reference number</b>	123274
<b>Inspection date</b>	08/03/2010
<b>Inspector</b>	Jane Mount
<b>Type of setting</b>	Childminder

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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 November 1992 and she lives with her husband and three children who are aged 26 years, 23 years and 15 years. The property is situated in Park Street, St Albans, Hertfordshire and is close to local amenities such as shops, a park and schools. The first floor is not included in the registration except for one bedroom which is used for children requiring undisturbed sleep during the day. All areas on the ground floor are registered for childminding purposes except for two bedrooms. There is a fully fenced garden available for outdoor play and the family has a dog.

The childminder is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time including three children in the early years age group. The childminder is currently minding two children in the early years age group. She also cares for two children in the later years age group and five children aged over eight years. Overnight care is not provided.

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

Overall the quality of the provision is satisfactory.

The childminder is developing a sound knowledge and understanding of the Early Years Foundation Stage (EYFS) and is generally implementing it well. Close partnerships with parents ensures that all children are fully included and their needs are met. They are safeguarded and their welfare needs are promoted. Documentation such as children's records, policies and procedures are in place although some require further development. Children share warm friendly relationships with the childminder and are happy and secure in her care. They are provided with a range of play and learning experiences which ensure they make progress in their learning and development. Processes for monitoring the setting to ensure continuous improvement have not yet been implemented.

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

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

- develop further the organisation of records, policies and procedures to enhance the safe and efficient management of the setting
- review and update the risk assessment record to ensure it covers all potential hazards a child may come into contact with
- develop further the use of self-evaluation to monitor and extend effective practice and to ensure continued improvement.

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

Safeguarding procedures are secure and children's welfare is protected as the childminder has a sound knowledge of how to safeguard children. For example, she has recently completed a safeguarding children course and is therefore familiar with the child protection procedures to follow should she have a concern. She has a generally informative safeguarding policy in place and all household members have had appropriate backgrounds checks completed. Children's safety is fully protected and the environment in which children are cared for is safe as the childminder undertakes ongoing visual assessments to ensure all risks are minimised. Close supervision also keeps children safe. A written risk assessment has been implemented which is generally informative and shows how most potential hazards are minimised although it lacks some detail of how specific areas are kept safe, such as the lower garden.

Children's care, learning and welfare are overall promoted because the childminder puts the needs of each of the children in her care first. Documentation required for the safe and efficient management of the setting and to meet the needs of the children is in place. For example, accurate records of attendance and children's emergency contact details and contracts are maintained. However, some records are disorganised with some information difficult to find and may not always be easily accessible such as in an emergency. The childminder has many years experience caring for children and is developing a secure knowledge and understanding of the EYFS framework. She is aware of the need to keep up-to-date with current childcare practices and changes to ensure continued improvement and she does this through reading relevant publications. She has attended some training. Recommendations made at the last inspection have been successfully addressed by the childminder and she is overall aware of her key strengths and some of the areas requiring further development. Some informal systems are in place to monitor the quality of the provision. For example, she seeks verbal feedback from parents on a regular basis. However, a system, such as self-evaluation, to more closely monitor and evaluate her practice to ensure continued improvement has not yet been implemented.

The environment promotes children's well-being with resources accessible and developmentally appropriate for children's needs. The daily routine is planned to ensure all children are fully included. The childminder welcomes the children in her care and their parents into her home. She works closely with parents and carers and in some cases has formed close long standing relationships caring for children from the same family over several years. The childminder ensures children's individual needs are met with regular discussions with parents and parental views are respected and highly valued. Information about children's care, learning and development are verbally exchanged on a daily basis with parents. The childminder has a portfolio to share some information about the setting with new and prospective parents and they also receive a parent pack which includes the childminder's policies and procedures. New parents are encouraged to share what they know about their children with 'all about me' information sheets completed when a child first attends. This ensures the childminder is aware of children's

individual needs along with their starting points. Information is verbally exchanged on a daily basis between the childminder and parents and the childminder ensures she provides opportunities to discuss children's progress and achievements with parents. Parents are also encouraged to look at children's developmental records. The childminder demonstrates a positive attitude and awareness to working in partnership with other early years settings delivering the EYFS. For example, she has developed informal links with the local school and pre-school to ensure continuity in children's care and learning.

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

The childminder is beginning to develop a sound knowledge and understanding of the learning and development requirements of the EYFS framework to ensure children make progress in their learning. She knows the children in her care well and uses this knowledge to support them in their learning. Simple observation and assessment systems are in place for each child which generally shows how children are progressing. This information is then informally used by the childminder when planning future activities and play experiences for the children in her care. Overall, children experience a range of activities and play experiences which generally support their learning and development and which cover the six areas of learning. They enjoy their learning and participate in a mixture of adult-led and child-initiated play with the indoor and outdoor environments used to promote children's play and learning. From an early age children are able to make some decisions and independent choices in the activities they play with as the environment is organised with some resources at child height and accessible. Children use their imaginations when 'making' each other drinks and enjoy taking their 'babies' for walks. The childminder supports children in their play, asking questions and engaging them in conversation to support their language and communication skills such as when looking at books together. Children have some opportunities to express themselves creatively and enjoy drawing or cutting and sticking or playing with playdough. Children's numeracy and problem solving and reasoning skills are encouraged with activities such as cooking when they use scales to weigh the ingredients. Counting is used in the daily routine such as when out walking and children confidently count how many cars they can see. Children are beginning to gain some understanding about diversity and the wider world. For example, they look at books together and learn about other countries and cultures. Children learn about the local community such as when they visit the local shops or through visits to the mobile library. Children develop a positive attitude towards being active as they are encouraged to develop their physical skills. For example, they visit the park where they enjoy playing on the swings and the see-saw. In the garden they are able to access a range of resources to promote their physical development including a trampoline or sit on cars and bikes and inside they enjoy music and movement sessions.

The childminder implements strategies to promote children's health and well-being. For example, she has a clear sickness policy she follows if children are unwell which minimises the risk of cross-infection. Children are beginning to learn about the importance of personal care routines to keep themselves healthy. For example,

they discuss the importance of hand washing to prevent the spread of germs and the childminder always reminds children to wash their hands before eating or after visiting the toilet. Healthy eating is encouraged and children learn about healthy eating through discussion such as talking about the benefits of eating a variety of fruits and vegetables. Children's behaviour is managed well due to the childminders clear and consistent approach and therefore children begin to understand their boundaries. The childminder encourages positive behaviour and regularly uses praise and encouragement to promote children's self-esteem and to develop their sense of achievement. For example, children are learning to share and are praised by the childminder when they take turns to play with a favourite toy. The childminder is a positive role model and secure relationships between the childminder and children enable children to feel safe and valued in the childminding environment. Children's safety is protected and they are developing an understanding of how to keep themselves and others safe. For example, when out walking they know they must hold the childminder's hand and discuss how to cross the road safely. The childminder has an emergency fire plan which she practises with the children and therefore children learn how to stay safe in an emergency.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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