

## Inspection report for early years provision

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<b>Unique reference number</b>	129945
<b>Inspection date</b>	17/12/2009
<b>Inspector</b>	Kim Mundy
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1990. She lives with her husband and four children in Borehamwood in Hertfordshire. She works with five other registered childminders on different days from her home address. The ground floor of the house and two bedrooms are used for childminding purposes and there is a fully enclosed garden for outside play. The childminder walks/drives to local schools to take and collect children. She attends the local parent/toddler group. The family have a dog.

The childminder works with up to two other childminders at any one time from her premises. When working on her own, she is registered to care for a maximum of five children at any one time, of these three may be in the early years age range. When working with two other childminders, together they may care for up to nine children at any one time in the early years age range. There are currently 18 children on roll in this age range all of whom attend various sessions. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is outstanding.

Children are having a wonderful time because the childminder values and respects them as individuals. There is an excellent range of resources, which the childminder uses to plan a very rich learning environment. The provision for their safety and welfare is exemplary. Highly effective systems for self-evaluation lead to continuous improvement in the childminder's service. The childminder is constantly looking to develop her skills through attending training courses and by keeping abreast of childcare issues.

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

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

- further develop outdoor play opportunities.

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

The childminder is extremely well organised; she is very clear about her role and responsibilities as a registered childminder. She has an excellent awareness of safety issues and is extremely vigilant in her supervision of the children. Risk assessments are carried out for the premises and outings. As a result, children are cared for in a very safe and secure environment. Children are safeguarded as the childminder updates her knowledge and keeps abreast of current child protection

procedures. She has a very clear policy that is shared with parents and reflects current local guidance. High quality toys and resources are beautifully presented and well laid out with space for children to explore and investigate. The childminder provides an excellent range of high quality nursery furniture. Her home is very clean, spacious and maintained to a high standard.

The provision for promoting inclusive practice is outstanding. Boys and girls achieve equally well because activities are designed to appeal to their different interests, especially in relation to encouraging boys to spend time developing early mark-making skills. The childminder has devised and implemented a pictorial laminated book of her play activities, which enables children to indicate what they would like to play with. As a result, they are being involved in their own learning. When caring for children with English as an additional language, the childminder asks parents for words in their child's first language and she uses picture clues to communicate effectively.

The childminder has excellent systems in place to monitor the effectiveness of her provision through self-evaluation, parent questionnaires and working with early years advisors. She considers how she will continue to improve her childminding service, for example, by further extending outdoor play opportunities for children. She keeps up-to-date with necessary changes and recognises the importance of continually developing her skills through training courses, reading childcare articles and working closely with other childminder colleagues. In addition, the childminder makes other links within her local community, for example, the local children's centre to organise future training for other childminders.

Partnership with parents and carers is excellent. Questionnaires and letters show that parents are very happy with the childminding service provided and hold the childminder in high regard. All paperwork to promote the welfare, care and learning of children is in place and is well-organised. The childminder puts an enormous amount of effort in to presenting paperwork and displays attractively to children and parents. She provides a wealth of information for parents, for instance, she provides newsletters, keeps in touch by e mail and text messages and records the children's developmental progress, using photos and samples of their art work to support her evidence.

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

Children's health and well-being are positively promoted and required documentation supports the very good practice in place. Personal hygiene routines are very well established to support children in becoming independent. For instance, on arrival children take off their shoes and place them in their own shoe box. Children have individual flannels, towels and bed linen, which minimises possible cross-infection. They enjoy fresh air and exercise as they choose whether to play in or outdoors. Children have many opportunities to develop their physical skills as they ride tricycles, climb, slide, crawl and balance. They are learning to keep safe as they discuss road safety and they know what to do in the event of a fire because they participate in regular fire drills. The childminder has an excellent

understanding of food and nutrition through attending food and hygiene training and children's individual dietary requirements are followed. Some parents provide their children's food, which is labelled and stored in the fridge.

Children are very well-behaved; they respond positively to the praise and encouragement given. Children are highly valued as individuals and the childminder knows their likes and dislikes, for example, their favourite toys and activities. The childminder asks parents to provide photos of the children's family members so that they can refer to them on the family tree, which is displayed on the wall. As a result, children are developing a sense of belonging, confidence and self-esteem.

The childminder's enthusiastic commitment to children means that they are exceptionally well cared for and are making excellent progress in their development. Their emotional well-being is nurtured as the childminder gathers very detailed information about their development when they first start, as well as any specific requirements to support their welfare and routines. The childminder has extensive knowledge of the Early Years Foundation Stage (EYFS). The very effective planning and assessment system in place is significantly linked to the EYFS outcomes, identifies the children's next steps for learning and notes how the childminder will support children to achieve this.

Children are keen and curious learners. A lovely activity with the children demonstrates their delight as they handle and look at books in the cosy Santa's grotto. Younger children follow their individual daily routine, seek comfort and cuddles as they wake up, and through using gestures make their needs known. Children are listened to and their communication skills are well promoted as the childminder commentates, asks questions, echoes speech and positively responds to their gestures and sounds. Babies and children have excellent opportunities to learn through using their senses, for example, as they explore play dough, sand and water, smell different fruits, and listen to musical instruments. Paper and pencil materials are available to enable children to practise their early mark-making skills. They begin to understand that print carries meaning as they observe many words on posters displayed on the walls and their name cards. Children experience daily story times and the childminder uses finger puppets to capture their interest. They are able to respond to the world creatively and imaginatively as they paint, stick and participate in make-believe play. Children have excellent opportunities to recognise colours, shapes and numbers as they build with Lego, stack rings, post shapes and fit puzzles together. They are finding out about living things as they plant and care for vegetables and feed caterpillars. Children find out how things work as they use food graters and choppers to make latkes for Chanukah celebrations. The celebration of festivals, such as Chanukah and Christmas successfully promotes children's appreciation and understanding of the many different cultures within the local community. Due to the childminder's commitment and enthusiasm for her role, the children are introduced to very positive learning experiences and above all, they are having lots of fun as they learn.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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