

## Inspection report for early years provision

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<b>Unique reference number</b>	123688
<b>Inspection date</b>	05/05/2010
<b>Inspector</b>	Ann Marie Cozzi
<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 1995. She is registered to care for a maximum of six children at any one time. She is currently caring for a total of six children in the early years age group and three older children. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband, two adult children and one child aged 16 years in a residential area of Bishop Stortford, Hertfordshire. Access to the setting is via a small step in to the premises and there is a downstairs toilet. The fully enclosed garden is available for outdoor play.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The skill, expertise and commitment demonstrated by this childminder means that she provides an exceptional standard of care and education. Children attending this setting clearly thrive as they make rapid progress in this extremely child-centred provision which clearly recognises their uniqueness and individuality. The childminder makes sure that all children are able to participate in activities in a fully inclusive way whilst meeting their diverse needs. Consultation with parents, children and other providers of care and education is used to identify strengths and areas for improvement in the provision. This assists the childminder with maintaining an outstanding capacity for continuous improvement.

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

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

- developing further a systematic approach to the organisation of observations.

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

Children enjoy an excellent quality of care and education in this secure home environment, supported by extremely well-organised policies and procedures. Records are stored securely in a locked cabinet and there is a clear confidentiality policy in place which protects shared information about children. The childminder demonstrates a particularly good understanding of the procedures regarding the safeguarding of children and ensures that high priority is given to the promotion of their safety, security and well-being. Household members undergo all appropriate checks and a very clear complaints procedure is in place. Extensive written risk

assessments are undertaken and monitored by the childminder, they include all areas of the home accessed by children as well as each and every outing undertaken. As a result, risks are minimised and children's safety is robustly secured.

The childminder is intensely aware of the diverse needs of children and exceptionally effective links with parents, carers and others, enables her to ensure that activities are tailored to the individual needs of all children in her care. Parents report that the childminder is reliable and efficient, she is brilliant with communication providing a daily journal and organising an evening when they get the opportunity to meet other parents. They express a high level of satisfaction regarding their children's progress and feel supported by the childminder stating that they would recommend her to other parents. Transitions and continuity of care for all children is exceptionally good. The childminder is proactive in developing relationships with others, such as the local school, pre-school and support agencies, always working in the best interests of the child.

The childminder makes exceptionally good use of the space available in her home which provides a very welcoming environment for children and their families. Resources are well-organised and accessible, enabling children to consistently make independent choices about their play and learning from the excellent range available. For example, between indoor and outdoor play. Useful information for parents and carers is displayed on the door and walls of the playroom which is adjacent to the front entrance hall.

The childminder demonstrates a fervent enthusiasm for her work and is highly motivated to make changes which drive improvement and enhance outcomes for children. Consequently, she is committed to enhancing further the organisation of observations and assessments which secure children's rapid progress. The childminder recognises and values continual professional development and since her last inspection she has regularly attended training courses which have extended her skills and supported her development in order to further improve outcomes for children. The childminder works very effectively in partnership with parents, children and others to ensure that her self-evaluation form is used as a working document consistently maintaining and securing her outstanding capacity to improve.

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

Children make excellent progress across all six areas of learning and are extremely well-supported by a childminder who has an exceedingly secure understanding of children's development linked to the Early Years Foundation Stage. Children thoroughly enjoy learning through play and demonstrate their pleasure in the high quality interaction and support provided which, clearly helps them to develop positive attitudes to learning. The childminder plans the delivery of a wide range of extremely stimulating activities which engage children's interest and participation because they are at a pace tailored to suit their unique individual needs.

The childminder is highly skilled at sensitively drawing and extending children's learning. As children play with dough she engages them in lots of conversation encouraging them to focus their attention on what they are doing linked to their sensory skills. She successfully extends children's vocabulary by introducing lots of descriptive words such as squeeze, squishy and mushy. Children use their imagination as they tell adults that they have 'big fat sausages' and without prompting demonstrate their developing number skills as they count to three. In addition the childminder uses everyday opportunities to further develop children's understanding of shape and measure, for example, engaging children in conversation about the different shapes of the dough cutters and using descriptive words such as huge to describe how much dough a child has in front of them. Children are beginning to recognise sounds and letters which they demonstrate clearly, as with the childminders support they sound out simple words on a floor puzzle which they have worked together and alongside their peers to complete. This consolidates learning in a highly successful manner. The childminder is a good role model and is always mindful of making sure that all children are included and can join in activities according to their abilities, as a result children at this setting demonstrate an excellent awareness of others. During activities they independently assume responsibility for supporting and reassuring those less able than themselves. Photographs taken by the childminder of children at play demonstrate further the vast range of opportunities children have to access activities across all areas of learning, for example, taking part in craft activities, physical activities, role play and the celebration of a diverse range of cultural celebrations and festivals.

Children's achievements are evidenced through sensitively written observations which are further supported by the use of corresponding photographs of activities. The childminder ensures that she identifies each child's particular interests incorporating these with carefully evaluated information. She links this to the criteria in the Early Years Foundation Stage guidance to effectively identify children's next steps in learning. Daily journal's and regular discussion with parents keep them particularly well-informed of their child's development. Children progress extremely well given their age, ability and starting point. The childminder works effectively to narrow the achievement gap, taking children's different learning styles into account in order to support their individual development.

Children are supported very well by the childminder to learn how to stay safe, for example, the provision of equipment which is appropriate for their stage of development and clear explanations about the consequences of their actions. As a result, children are beginning to recognise situations which could endanger others such as the inappropriate use of a chair whilst undertaking table top activities. Children are positively encouraged to access physical play this is achieved by promoting free-flow use of the garden, lots of regular walks in the local community and visits to local parks. They are actively involved in decision making for healthy eating at meal times and independently know that they need to wash their hands at relevant times. Children are supported to manage their own behaviour with some sensitive interaction from the childminder. They demonstrate good manners and respect for others as they consistently say please and thank you to the childminder and each other at appropriate times. Children respond extremely well to the expectations of adults, and make lots of suitable choices and decisions. They develop excellent skills for the future as they learn about the wider world

through exploring other cultures and developing an awareness of disabilities, similarities and differences, and their own cultural heritage.

## 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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