

## Inspection report for early years provision

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<b>Unique reference number</b>	123715
<b>Inspection date</b>	05/01/2011
<b>Inspector</b>	Patricia Champion
<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 1979. She lives with her husband and adult son. They live in a house in a residential area in Bishops Stortford, Hertfordshire. The whole ground floor of the childminder's house is used for childminding. Access is via one low step into the house. There is a fully enclosed garden available for outside play. The childminder also works with two assistants. The family has no pets.

The childminder is registered to care for a maximum of six children at any one time and is currently minding seven children in the early years age group on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She walks to local schools to take and collect children.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes children to the local park and library. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are kept safe and priority is given to ensuring that they maintain a healthy life style. The childminder is motivated and keen to ensure that children individual needs are met well and consequently, children's progress in learning and development is good. She successfully reflects on her practice through self-evaluation to maintain continuous improvement. Most of the required documentation is well-maintained and efficient systems promote children's welfare. Links with other providers and parents are developing well, therefore, outcomes for children are good.

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

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

- review and revise the written policies to ensure that they are in line with the guidance within the Early Years Foundation Stage
- review the system for observations and activity planning to ensure that children achieve as much as they can and increase opportunities for parents to contribute to their children's developmental records.

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

Children benefit from the care of an experienced childminder who is also a qualified nursery nurse. She has attended specific safeguarding training and knows how to record and report any child protection concerns in line with the Local Safeguarding Children Board procedures. All adults likely to be in contact with the children have undergone the required background checks. Children are protected because the childminder keeps information about communicable childhood illnesses or safety issues on file for easy reference. Any minor accidents can be dealt with in an approved way because the childminder holds a current first aid certificate. The childminder keeps children safe and secure in her home and good use is made of safety items such as gates to protect children. There is a well thought out evacuation procedure. All equipment is checked regularly to ensure that it is safe and clean for children to use. The risk assessments of the premises and outings are recorded in detail and ensure that any possible hazards to children are minimised.

The childminder now reviews her practice and seeks the views and opinions of parents, children and other professionals to ensure that she continually develops her provision. She establishes successful networking by meeting regularly with other childminders and has developed links with the key persons in local pre-schools and nurseries. This ensures that there is continuity in children's care and learning and eases the transition between settings. The childminder has a good understanding of the children's family backgrounds and works closely with parents to ensure that they feel fully included and valued. The childminder actively promotes equality and diversity. A variety of resources are accessible with positive images of similarities and differences. The childminder helps children learn more about differences within society through acknowledging a variety of traditional events and world faith festivals.

Partnerships with parents are professionally managed and a wide range of written information is readily available, including policies and procedures with detailed aspects of the provision. Parental views and opinions are used positively to assess the strengths of the setting and to meet the individual needs of the children. Parents express their confidence in the childminder's ability to care and educate their children in a homely and stimulating environment. However, there is potential for misunderstandings as the written policies and procedures have not all been reviewed to meet the requirements of the Early Years Foundation Stage.

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

The children's learning and development is well supported. Children enjoy good relationships with the childminder, her assistants and each other. They demonstrate that they feel safe in the childminder's care as they approach her confidently to express their needs, and take pleasure in throwing their arms around her for a cuddle, which she willingly reciprocates. Interaction is stimulating

and the childminder uses effective questioning and listening skills to develop language and vocabulary. Plenty of praise and encouragement is given to acknowledge children's good attempts and accomplishments and this raises confidence and self-esteem. Artwork is displayed so that children really know that their efforts are valued. Consequently, children are happy, settled and become very confident communicators.

Children begin to develop skills for the future as they have routine contact with good quality books, puzzles and role play equipment. They select books for pleasure and look at them with the childminder. An understanding of colours, numbers and counting is incorporated into the daily routine. Children gain scientific knowledge as they explore items such as magnets. The childminder has a good understanding of how young children learn. She is confidently using the Early Years Foundation Stage framework to carry out regular observations which clearly link to the six areas of learning. She is starting to compile beautifully presented individual records with a wealth of photographs and examples of the children's work. The childminder is well aware of children's individual interests and capabilities. However, she is not yet consistently using both her own and parents' observations to ensure that activities are planned for children to achieve as much as they can.

External resources in the community are well used. For example, children develop their physical and social skills when meeting up with friends and using adventurous equipment in soft play centres. They learn about the natural world making regular visits to see animals and wildlife in parks or garden centres. Additionally, the childminder's back garden provides a secure and stimulating place for outdoor play. It is well equipped for gardening activities and the use of a range of physical apparatus and equipment in the garden enhance children's development when they play outdoors.

Children's health needs are very well supported because the childminder is fully aware of their individual needs. They are well nourished and have healthy appetites as they independently access fruit and drinks at snack times. Children are eager to follow good hygiene routines and individual flannels and liquid soap are provided to reduce the risk of cross-infection. Babies and children are able to sleep peacefully and without disturbance and nappy changing is undertaken in a sensitive and hygienic manner. Children start learning about how to keep themselves safe as they wear appropriate harnesses, seat belts or car seats when they are transported in the car. They learn about road safety on outings and practise emergency evacuation procedures from the premises.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	2
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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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