

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY342273
<b>Inspection date</b>	24/01/2011
<b>Inspector</b>	ISP Inspection
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 has been registered since 2006. She lives with her husband and three children aged nine, 14 and 17 in Stevenage, Hertfordshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed rear garden for outdoor play. Access to the home is via eight steps to the front door or a slope to the back door.

The family has a pet dog, two cats and two snakes.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years age range on a part-time basis. The childminder also offers care to children aged over five years to 11 years.

The childminder walks with the children to the local school, toddler groups and parks.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. She is beginning to record observations of children's achievements and uses some of this information to plan appropriate activities to help them progress. She keeps parents informed about what their children are doing and obtains information about their needs and routines.

Some of the paperwork required for effective care of the children is not in place. The childminder has not yet developed an effective self-evaluation of her practice; however, she is committed to improving and developing her service through regular training.

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

To meet the specific requirements of the EYFS, the registered person must:

- produce a record of a risk assessment 31/01/2011

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

- develop further the ongoing observational assessments to inform planning by identifying children's next steps
- ensure that all documentation and policies reflect actual practice
- ensure that fire evacuation drills are carried out and include all children

- consider how to develop an effective system for evaluating the early years provision in order to maintain continuous improvement.

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

Children are effectively safeguarded from the risk of abuse or neglect as the childminder has a clear and detailed policy which explains her responsibilities. She has completed safeguarding training and is aware of her responsibility to refer any concerns she may have about children's welfare. She has all the information to be able to take the appropriate action if necessary. Children are cared for in a safe and secure environment. A visual risk assessment has been carried out on all parts of the property and the childminder conducts daily checks to ensure that the environment is safe for children. However, there is no written record of this, which is a requirement of the Early Years Register.

The childminder has written a comprehensive set of policies to cover many aspects of her service. These are detailed and well thought out. However, not all reflect her actual practice. For example, the childminder says in her written policy that she has a visitors record when there is not one in place.

Resources are well organised and the environment is bright and attractive. Children play in the welcoming lounge, dining area and kitchen. Toys are arranged in low-level plastic containers to enable children to access them independently and child-sized furniture is available for them to use. The outside area is used in dry weather, and children regularly visit local parks and play areas. The childminder provides a good selection of games and activities which enable the children to make choices and learn skills for the future. Children are encouraged to share resources and develop an understanding of each others needs. The childminder has some resources which reflect our diverse world and she introduces topics with older children about the wider world. Children who speak English as an additional language are well supported by the childminder. She has dual-language books and has learned Spanish to converse with a child in his home language.

The childminder exchanges information with parents on a daily basis, both verbally and through daily diaries. She is currently developing learning journeys for the children. These contain observations and photographs of the children's activities, and these are effectively linked to the areas of learning. However, most children's next steps are not effectively recorded. These are shared with parents and the childminder also links with other settings that the children attend. This ensures a coherence of care and learning across different settings. Parents are given the policies to read when their children start to keep them informed, and are encouraged to share details about their children's development. Systems are not yet in place to effectively self-evaluate the setting, however, the childminder is proactive in seeking training, developing her knowledge and sharing ideas with other professionals. The childminder has implemented improvements since her last inspection, including updating her records; this has been effective in supporting the welfare and safety of the children in her care. She meets with other local childminders and a childminding advisor to keep up-to-date and improve her practice.

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

Children are very settled and contented in the childminder's care. They are provided with a good range of appropriate and interesting activities. Toys are easily accessible in the lounge, and craft and messy activities are provided at the kitchen table. Children go out every day to walk to local pre-school groups and schools, and to walk the dog and use the playground.

Children are confident with the childminder and are beginning to find a voice and discover new words. The childminder notes when they develop new vocabulary. She talks to them sensitively to encourage their language development. Books are accessible and well used. Children develop manipulative skills as they learn to hold a paintbrush, and puzzles and construction sets help children to solve problems. Children are able to express themselves as they play with small world play and dressing-up role play. For example, one child was wiping the noses of the dolls with a tissue, imitating the childminder and showing that she understands and has adopted healthy practices. Children thread cardboard animal pictures and then wear them as a necklace, showing a good level of imagination and creativity. Children are encouraged to be creative and experiment using different media, such as play dough or paint. The childminder notes when one child does not like the feel of foam on her hands. Trips out teach children about the community and the wider world, while cookery and caring for the pets also provide good opportunities for learning about the world around them. The children can see the pet snakes and will be involved in the breeding of these, again teaching them about nature and life cycles of animals.

Children learn to play together and socialise and the childminder talks to them about sharing resources. Children develop independence skills as they are able to make choices and explore their environment independently.

Children's health is promoted as they go out for walks every day to get fresh air. This complements the opportunities for physical play in the garden when the weather is dry. Good hygiene procedures are in place to prevent the risk of infection. Every child has their own hand towel and can reach the basin for hand washing. The childminder incorporates topics on health and hand washing so children can learn how to live a healthy lifestyle. Children's drinks are easily accessible for them and the childminder provides snacks and meals to meet individual children's choices and likes. Children learn to keep themselves safe as the childminder talks to them about issues such as road safety and gives explanations about safety when they play, for example, reminding older children to keep small objects away from babies. A fire evacuation is practised to enable most children to learn what to do in the event of a fire or emergency. New children attending have not yet been involved in this procedure. Children have developed warm and trusting relationships with the childminder and so feel safe in the setting. Children are confident; they learn to be independent from a young age and form affectionate relationships and so are learning good skills for the future.

## 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	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>	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the early years part of the report (Suitability and safety of premises and equipment). 31/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the early years part of the report (Suitability and safety of premises and equipment). 31/01/2011