

## Inspection report for early years provision

---

<b>Unique reference number</b>	130283
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Jane Mount
<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 registered in June 1992. She lives with her husband and one adult son in Croxley Green, Hertfordshire and the property is situated close to shops, parks and schools. All areas of the property are included in the registration. The ground floor is mainly used for childminding purposes except for the use of toilet facilities which are situated on the first floor. Children who require a sleep during the day are provided with appropriate facilities on the ground floor. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The registration is for a maximum of six children under eight years at any one time with no more than three children in the early years age group. The childminder is currently caring for six children in the early years age range and one child in the later years age group. Overnight care is not included in the registration and the family have a dog. The childminder is a member of a local childminding group.

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

Overall the quality of the provision is good.

Positive relationships between the childminder and parents ensures children's individual needs are met. An inclusive and welcoming environment is provided and children are happy and secure in the childminder's care. Children are provided with a range of play experiences to enable them to make progress in their learning and development although observation, assessment and planning systems are still in the very early stages of development. Effective systems are in place to ensure children are safeguarded and their welfare is protected.

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

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

- develop further observation and assessment systems and use these more effectively to plan the next steps in a child's developmental progress.

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

Safeguarding procedures are secure and children's welfare is protected. The childminder has a secure knowledge and understanding of child protection as she has completed safeguarding children training. She has a policy in place and a range of safeguarding publications and guidance documents, so if she did have a concern she would know the procedures to follow. The childminder ensures all household members have had relevant background checks completed. She is very

conscious of safety with positive steps taken to keep children safe, such as using safety gates to prevent children accessing some areas and she ensures they are closely supervised at all times. Written risk assessments and on-going visual assessments ensure the environment, both within the childminder's home and when out, remains safe and children are protected.

The childminder has worked hard to develop a secure knowledge of the Statutory Framework for the Early Years Foundation Stage. She has many years experience as a childminder and is aware of the need to ensure she keeps up to date with current childcare practice. She achieves this through networking with other childminders and through reading and research. The childminder has attended some training and has identified further training she would like to complete. She is aware of her key strengths and the areas she wishes to develop further. She ensures she monitors the quality of the provision to ensure she provides a good quality service. One way this is achieved is through seeking feedback from parents and reviewing and updating all documentation.

The childminder has informative policies and procedures in place to ensure the safe and efficient management of the setting. She organises her time and resources to ensure children's needs are fully met. The daily routine is planned around the needs of individual children to ensure an inclusive and enabling environment is provided. Children and their families are valued and appreciated and the childminder welcomes the children in her care and their parents into her home. Parents are provided with good quality information and well established relationships between the childminder and parents ensures children's care and learning needs are fully supported. New parents receive a welcome pack with details about the childminder and her policies and procedures. The childminder works in partnership with others and has developed links with other early years settings, such as the local school the children in her care attend, to ensure continuity in children's care and learning.

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

Children have an enjoyable time in the childminder's care and they participate in a varied range of activities and play experiences to cover the six areas of learning. Observation and assessment systems have been implemented but are still in the early stages of development and do not yet clearly identify how the next steps in a child's learning are planned for. Children's interests are taken account of and there is a mixture of adult-led and child-initiated play with activities informally planned to meet their individual developmental needs. The indoor and outdoor environments are used to promote children's play and regular visits to toddlers groups, further promotes children's learning and develops their social skills.

Children participate in activities which incorporate the use of colours and shapes, such as playing with shape sorters or building with bricks. Their counting skills are encouraged within the daily routine, such as when they count how many cars they can see when out walking. Children learn about the wider world. They enjoy planned activities, such as making lanterns for Chinese New Year or reading books

and finding out about other countries and how people live. Children learn about the environment and the local community and enjoy regular visits to the library or visits to the local shops, the park or toddler groups. They discuss the weather and the changes in the seasons and have participated in planting and growing activities. Children's communication skills are effectively supported by the childminder as she asks open-ended questions to extend and develop children's language through their play. Regular story times also support children's early communication skills and children enjoy listening to stories and looking at books and discussing the pictures with the childminder. Children are able to express themselves creatively and experience a variety of art and craft activities. They enjoy making pictures using a variety of collage materials such as pasta, tissue paper and feathers or making rockets from milk bottle containers and egg cartons. They use their imaginations when taking their 'babies' for walks or making 'dinner' in the play kitchen.

The childminder implements some highly effective strategies to protect children's health. Good hygiene practices, such as effective nappy changing procedures are followed to minimise the risk of cross-infection. The childminder supports children and helps them to learn about simple hygiene practices through their daily routine, such as discussing the reasons for washing hands before eating and reminding children to flush the toilet and wash their hands after visiting the bathroom. Children participate in a varied range of activities which contribute to their good health and physical fitness. They go for regular walks, play in the garden and visit a children's park. Children are learning that exercise can be fun and keenly participate in music and movement sessions or yoga. The childminder ensures children receive a healthy, balanced diet with their dietary requirements discussed with parents to ensure individual dietary needs are catered for. Children are beginning to learn about the benefits of healthy eating as they talk about fruit and vegetables being good for their body.

Children's safety is protected and they are developing a good understanding of how to keep themselves and others safe. When out walking they discuss road safety and potential dangers such as cars reversing out of their drives. At home children learn how to manage the stairs safely, such as when they visit the bathroom to wash their hands. The childminder has an emergency evacuation procedure in place which is regularly practised with children and therefore, children are learning how to stay safe in an emergency. The childminder is a positive role model and secure relationships between the childminder and children enable children to feel secure in their surroundings and confident in their play. Through discussion they learn how to behave well because they learn simple house rules, such as sharing and taking turns. Children are effectively supported in their play with regular praise and encouragement from the childminder which develops their self-esteem and enables them to feel valued in the childminding environment.

## 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
--	---

### 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:	Met
---	-----

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