

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415185
<b>Inspection date</b>	07/03/2011
<b>Inspector</b>	Jo Rowley
<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 registered in 2010. She lives with her husband and two children aged eight and 11 in Hoddesdon, Hertfordshire, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding and children have access to a fully enclosed garden for outside play. The family has a hamster and some fish in a tank.

The childminder provides care on each weekday during term time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding two children in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder demonstrates a good understanding of the Early Years Foundation Stage. She uses this and her thorough knowledge of each child to ensure that their individual needs are met effectively. All children are offered a good range of activities and opportunities which are age and stage appropriate and, therefore, support their learning and development. The childminder's friendly and professional approach to working with parents enables them to feel confident in exchanging information about their children, further supporting children's consistent care. The childminder is able to demonstrate a general awareness of her strengths and areas for improvement. However, self-evaluation is limited and, therefore, the childminder is not always responsive to the needs of the children and their families using her service.

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

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

- promote a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development
- develop planning to ensure that all the areas of learning are delivered through planned, purposeful play.

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

The childminder's comprehensive understanding of her role, responsibilities and commitment to safeguarding children ensures that their welfare is prioritised and promoted fully. This is further supported by a well-written safeguarding procedure, enabling the childminder to identify any child who may be at risk and take

appropriate action. Children's well-being is enhanced by the childminder's good organisation. For example, she ensures that all parents are aware of the policies and procedures she has in place by giving them all individual copies. Thorough and comprehensive risk assessments are completed for inside the home and all outings to ensure that hazards are minimised and children's safety is strongly promoted at all levels. Children are building up an effective awareness of how to keep themselves and others safe as they regularly take part in the emergency evacuation procedure which is displayed in the form of a child-friendly poster to further promote their awareness. Children also develop their awareness of staying safe as they learn the importance of good road safety procedures through daily discussions.

The childminder shows a genuine enjoyment of her work and is committed to developing her practice to successfully improve outcomes for children. She attends regular training and actively seeks feedback from parents through discussion and the two-way notebooks she has in place. Her positive attitude to improvement means that she uses discussions with parents to inform changes, for example, menus are now shared regularly with parents to avoid children being offered the same meal twice in one day. However, self-evaluation is limited, with parent and child views of the setting not taken into consideration to improve outcomes for children. The childminder's home is warm and welcoming. Toys and resources are accessible to all children as they are given opportunities to make choices about their play, promoting inclusion. The childminder's consistent approach to gathering information about children ensures that she can build a greater understanding of each child's individual background, needs and beliefs.

Children feel valued and their self-esteem is promoted as they are consistently praised for their efforts and achievements. For example, as children water the plants independently in the garden, the childminder encourages them by telling them what a great job they are doing in helping the flowers to grow. The childminder's friendly relationship with parents and carers ensures that there is continuous communication. She keeps them regularly informed of their children's progress and activities planned through verbal communication and sharing of the activity planning sheets. Consistency of care is well promoted as the childminder has established some working relationships with others providing care for the children in the Early Years Foundation Stage. For example, she regularly shares topic and theme information with the local pre-school to ensure that children's learning and care is further promoted.

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

Children spend their time happily and demonstrate that they feel settled. They make good progress in their learning and development as the childminder has a good knowledge of the Early Years Foundation Stage. She implements effective observation procedures and uses the information gained from these to inform the planning, which offers fun and interesting activities for children to enjoy. Their next steps are included following observations and these are linked to the planning, therefore, activities are tailored to meet the individual needs of children

in the Early Years Foundation Stage age group. However, planning does not always incorporate the six areas of learning to ensure that children are developing across all areas. The childminder has a good awareness of children's interests and likes and she knows the children well. Children enjoy their time at the childminder's and take part in a wide range of activities and experiences which helps to developing their learning. An example of this is through the current growing activities children are taking part in. Children have grown their own cress, taking responsibility for watering this themselves. They water the flowers in the garden, and through binoculars and telescopes they look at the different varieties of birds, often seen in the bird boxes in the childminder's garden.

Children's emotional development is well promoted as they develop secure, trusting relationships with the childminder and each other. Their behaviour is good and when there are conflicts over toys, the children confidently tell the childminder who had the toy first, showing their understanding of turn taking. Children are offered a rich and varied range of experiences that meet their needs and promote their development. Through planned activities, children enjoy baking, play dough and creating their own games and ideas. For example, children work together to create their own restaurant. They use pretend food and resources, make their own chef hats and serve food to the childminder and each other. Therefore, children's imaginations are promoted. The childminder's kind and caring interaction with children aids the development of their communication skills as they begin to use language confidently and imaginatively. For example, as children play a 'grasshopper' game they are fully encouraged to talk about the colours of the grasshoppers and count how many they can get into the pot. Children enjoy music and create their own musical instruments from various materials, such as, when they make trumpets from cardboard tubes as they join in with the 'I am the music man' song.

Children show a great understanding of the relevance of following good personal hygiene routines and this is further promoted by the use of individual hand towels to avoid cross-infection. The childminder has achieved a four star rating out of five from her local authority, taking into consideration cleanliness, safety of food and food handling. Children have numerous opportunities to participate in a wide range of physical activities and gain a secure understanding of the importance of regular exercise. For example, they have opportunities to enjoy free-flow activities between the inside and outside environments on a daily basis.

## 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	3

### 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	3
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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