

## Inspection report for early years provision

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<b>Unique reference number</b>	162283
<b>Inspection date</b>	23/03/2011
<b>Inspector</b>	Diane Ashplant
<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 2001. She lives with her partner and one child aged 11 years in Bishops Stortford, Hertfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The family have fish and a tortoise.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 12 children of whom three are in the early years age range. The childminder works with an assistant and is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools to take and collect children and attends several different local early years groups.

The childminder holds an appropriate early years qualification and is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Children's care, learning and play are very well supported in this welcoming and stimulating environment where the childminder is very focused on meeting the individual needs of each child and providing a fully inclusive setting. The childminder shows an excellent commitment to continuous improvement through training and is constantly reviewing her practice in different ways. Partnership with parents is very good and there are very strong links with others to ensure outcomes for children are fully supported.

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

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

- consider further the storage of children's individual flannels.

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

Children are very well safeguarded as the childminder has a very clear understanding of her role and responsibilities to protect children from possible harm or neglect and how to pass on concerns appropriately. She regularly attends training to enhance her awareness in this area and has a very comprehensive policy which she shares with parents. Standards of health and safety are a priority in this household and very effective systems for risk assessing all aspects of the children's day ensure these are fully maintained. The childminder is very aware

that all adults around children must either be fully supervised or appropriately checked and has recorded full details of her assistant as well as, for example, regular trades people who may call at the house. She knows to inform Ofsted of any changes to residents in the household. The childminder has attended a wide range of training since the last inspection including completing her Level 3 National Vocational Qualification as she continually strives to improve. Very effective systems for reflecting on her practice which include seeking the views of both parents and children and setting her own action plans further support this. Excellent systems for recording, organising and updating all required and additional documentation for the safe and efficient management of the setting are in place.

The childminder works very closely with parents to ensure children are settled and happy and that any individual needs and routines are fully respected. For example, a staggered and sensitive settling-in process is carried out, including visits to the child's home, to help prepare both child and parent for the transition. Although she has not had experience of supporting children with more specific needs the childminder shows a positive commitment to this and has attended some relevant training to develop her awareness. She fully recognises the importance of liaising closely with parents and involving other professionals as appropriate in this process. Children benefit immensely from the personal, caring attention they receive and the presence of both childminder and her assistant during the day provides many more opportunities for individual care as well as interaction with different adults.

Partnership with parents is excellent and the childminder ensures they are fully involved from the start in their children's time with her. Information is shared through many displays including photos around the house, a very comprehensive parents' welcome pack and also inclusion in important key events such as birthday celebrations. Social gatherings like a tapas evening help to further cement a relaxed and friendly partnership. The parents are fully involved in their children's learning through the use of the daily diary and the sharing of children's learning journeys which provide a wonderful summary of activities enjoyed and progress made for both child and parent to reflect on. The childminder has very strong links with the local network and is well known at the nursery and schools where children attend where she is able to discuss and view their learning journeys as well as contribute some of her own observations therefore providing a consistent approach to children's development.

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

Children thrive in this vibrant environment where they have very warm and comfortable relationships with both childminder and her assistant and are making very good progress in all areas of their development. They are learning about safety through general reminders and clear procedures such as walking or travelling in the car. Children take part in regular fire drills and also enjoy visits from the fire brigade and the lollypop lady to further develop their awareness for personal safety. Children's health is generally very well promoted through daily

routines such as hand washing with individual flannels and teeth brushing. They have regular discussions and activities around healthy eating and often help plan the menu and prepare items such as fruit salad and coleslaw. They have excellent use of the outdoor play area which provides lots of fresh air and physical play opportunities through the use of a wide selection of equipment. Children are learning to play well together and to share and take turns and older children will spontaneously look out for the younger ones. Children's self-esteem and growing confidence is exceedingly well supported by the praise and encouragement they receive from the adults who care for them. Their genuine enthusiasm for their successes shown, for example, by the awarding of certificates to recognise the star of the week make children feel really valued. Children are learning about their local community as they attend various early years groups which provide wider play and social experiences. They enjoy picnics in the park and trips to places of interest and have all taken part in creating a large collage and map of their town. Many diverse resources and celebrations around different festivals such as St Patrick's Day and Chinese New Year help them develop an understanding of the wider world.

Children benefit immensely from a very attractive and welcoming learning environment which contains an abundance of resources, posters and examples of children's work. Adults' enthusiasm and commitment to the children makes learning fun and successfully combines children's natural curiosity and involvement with effective suggestions and prompts to inspire and include. Children have easy access into the garden where they engage in exciting activities such as playing in the water with different objects or exploring textures and senses as they investigate the sand or try and catch the bubbles. Children's early language development is very well supported through access to many books, match cards and spontaneous bursts of nursery rhymes and songs. Positive conversation at all times and children's involvement in the routines of the day further encourage communication skills. Children are developing a real love of books and stories as they sit in the small arm chairs and look at the pictures or, triggered by their interest in a popular story, they make a large caterpillar, talking about colours and numbers as they do so and then help to stick on different fruits which they have coloured in. Role play and 'small world' figures help to stimulate their imagination and creativity and they enjoy many opportunities to express themselves through engaging in a wide variety of interesting craft activities both inside and out. They learn to problem solve as they build and construct with equipment such as the building bricks and train track and work out different shapes as they play with puzzles or use the shape sorters. Children are learning to appreciate the wonder of nature as they go on nature visits to the park, assist in the growing and tending of different bulbs and plants and help to feed the tortoise.

Children are able to access resources from an excellent range and while planning is flexible around their interests it also includes some popular topics, often inspired by children's own interests. The childminder gets to know children very well through a carefully planned settling-in period over which time she carries out base line assessments to monitor and evaluate their progress. These, along with spontaneous observations with photos and examples of children's work, are assembled into their learning journeys and used to plan for their next steps. Together with scrap books of children's work these form wonderful memories of

children's time at the childminder's which both parents and children reflect on and treasure.

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