

## Inspection report for early years provision

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<b>Unique reference number</b>	EY362478
<b>Inspection date</b>	17/10/2011
<b>Inspector</b>	Mrs Susan Parker

<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.

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 2007. She lives with her husband and one child aged five years in Cheshunt, Hertfordshire. The whole of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The childminder walks or drives to local schools to take and collect children. She attends the local toddler group, takes children to the library and to the local park.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early year's age range. She is also registered to care for children over five years to 11 years. There are currently three children in the early years age group attending. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has no pets.

The childminder has effective systems in place to support children with learning difficulties and/or disabilities. She is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

The childminder has an excellent, detailed knowledge and understanding of each child's individual needs through interaction, observation and very good partnerships. Children's safety and security are a priority, enabling children to be fully included and to safely explore the exciting resources within this setting. The excellent organisation of documentation and activities enables children of all ages to make excellent progress whilst having fun. Detailed effective practice has enabled the childminder to identify the many strengths of the setting, and to highlight areas for further development.

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

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

- further enhance information sharing with all other settings that children attend to establish a coherence of learning.

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

The childminder is fully aware of her responsibility to refer any concerns she may have about children's welfare. She has all the necessary information to be able to take the appropriate action if necessary and has a clear and detailed policy which

explains her responsibilities. This ensures that all children are safeguarded from the risk of abuse or neglect and are cared for in a safe and secure environment. All adults working or living in the home have been checked to ensure that they are suitable to be in contact with children. A detailed risk assessment has been carried out on all parts of the property as well as any trips or outings to the local parks and activity centres where children benefit from exciting activities such as 'Physical Fridays'. This ensures that children can run, jump, climb and explore safely.

The excellent organisation of the setting is underpinned by a comprehensive set of policies, documentation and records which are shared with parents. Resources are abundant and of high quality. They are extremely well used to provide challenging and interesting learning activities for children. All displays and equipment is at child height so that they can be self-sufficient and fully included in the setting.

The childminder has established a positive working relationship with all groups of parents and carers, arranging children to be picked up from groups and other settings as required. This includes detailed daily diaries and sharing the childrens 'Learning Journeys'. She ensures that she is fully aware of the learning topics that children are involved with in their nursery. For example, growing a bean with a child whose nursery has a theme of 'Jack and the beanstalk'. However, she has not yet fully established a two-way sharing of information which creates a coherence of learning and development across different settings that children attend.

The childminder has conducted a thorough self-evaluation of her setting which includes the views of the parents and the children and therefore, has a positive impact on the outstanding outcomes for all children attending.

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

Children thrive in this highly stimulating and welcoming environment. The excellent organisation of the activities provided reflects rich, varied and imaginative experiences that meet the needs of all children very well. Bright wall displays where the children see their own name and photographs as well as their friends so they know who they will be playing with that day. Brightly coloured numbers attached to the wall can be moved as children learn to count, calculate and recognise numerals. The childminder had established clear assessment records. These are achieved through high quality observations and excellent interaction with the children as they play. The information gained, is well recorded through photographs and annotation, and childrens next steps are highlighted to inform future planning. The childminder is well qualified and experienced; she displays a detailed understanding of the learning and development requirements and exciting activities to support childrens learning in all areas.

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 and works very closely with the whole family as well as other professionals to promote childrens communication skills. She talks to them sensitively to encourage

their language development and hone their listening skills. Books are accessible and very well used. The childminder also includes visual props to make stories and learning interesting to children. For example, using yellow play dough, a lemon and a yellow pepper so children can explore with all of their senses. This ensures that learning is an integral part of their play, and is a very enjoyable experience. Children develop manipulative skills as they learn to make marks with pencils on paper or with water on the decking. They are encouraged to be creative and experiment using different media such as sand, play dough or paint. Children learn to play together and socialise and the childminder talks to them about sharing resources and taking turns. They are developing very good independence skills as they are able to make choices and explore their environment independently.

Children's good health is promoted as they go out for walks and have the opportunities for physical play most days, to get fresh air and exercise. Very good hygiene procedures are in place to prevent the risk of infection. This includes individual colour coded towels and topics on health and hand washing so that children learn how to live a healthy life style. Children have developed warm and trusting relationships with the childminder and so feel safe and secure in the setting. They display high levels of confidence and self-esteem which are the skills which will support them in their future.

Children are provided with an excellent range of developmentally appropriate activities. Children can safely move between the lounge, dining area and garden easily and independently. Children benefit from attending pre-school activity groups, visits to the park and into the local community which supports their social skills and understanding of the wider world.

## 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

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