

## Inspection report for early years provision

---

<b>Unique reference number</b>	123315
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Susan Tuffnell
<b>Type of setting</b>	Childminder

## 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.

## Description of the childminding

The childminder was registered in 1992. She lives with her husband and one adult daughter in a residential area of St. Albans, Hertfordshire. The whole of the ground floor of the premises is used for childminding and there are toilet facilities on the first floor. There is a rear garden for outside play. The premises are accessible by a low step to the entrance. The family has a dog and a cat.

The childminder provides care every weekday during term-time and school holidays. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children on the Early Years Register and currently six children attend on flexible contracts. The childminder currently provides care for one child on the Compulsory Childcare Register (CCR) and one child on the Voluntary Childcare Register. All the children share the same facilities.

The childminder is a member of the National Childminding Association and works in partnership with parents, carers and other professionals. She support children who have English as an additional language.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides a safe and welcoming environment that supports children very well in the Early Years Foundation Stage. The close partnership with parents and the stimulating and varied activities contribute significantly to meeting individual children's needs. The successful promotion of diversity and equal opportunities through the children's daily routines, activities and equipment ensures that all children are highly valued. The childminder continues to evaluate the strengths and weaknesses of the setting and has started the self-evaluation process. She has a clear understanding of priorities for improvement to strive to provide the very best care and education for the children.

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

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

- ensure the child protection policy is in line with the Local Safeguarding Children Board (LSCB) guidance and procedures.

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

- ensure clear procedures and information are given to parents about the misuse of alcohol and other substances whilst caring for children (Suitable people)

08/06/2009

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

The childminder manages the Early Years Foundation Stage (EYFS) provision well. She demonstrates a positive attitude to continuous improvement through evaluating her practice and a good self-evaluation supports this. Effective implementation of policies, procedures and records support the safe and efficient management of the setting and ensure that all the needs of the children are met. However, clear procedures and information to parents about the misuse of alcohol and other substances whilst caring for children, is not in place. Children are safeguarded because the childminder takes necessary steps to protect and promote their welfare. However, the child protection policy does not have the Local Safeguarding Children Board (LSCB) guidance to ensure the correct procedures are carried out in the event of any concerns.

The childminder provides an inclusive service that promotes children's welfare requirements. She understands and engages in reflective practice, respecting diversity and valuing a child as a unique individual. Consequently, inclusive practice is promoted so that all children have their welfare requirements met very well. The close partnership with parents contributes significantly to ensuring that the needs of all the children are met and parents are very complimentary about the individual service given to their children. The childminder successfully engages with other professionals involved in the children's care and education to promote their learning and development. Parents are kept informed of their child's achievements through learning journeys, scrapbooks and the regular sharing of information.

## **The quality and standards of the early years provision**

Children are supported very well as they access a good range of interesting and challenging play materials and equipment. Information is collected from parents about children's interests, needs and capabilities and the childminder uses this to inform initial assessments. Focussed observations are carried forward from children's starting points and the next steps of learning are identified and included in the children's future learning plans.

Children are offered a balanced range of activities and are encouraged to make choices and instigate play opportunities. For example, children remember and play a game made up by an older child in the garden. They describe aspects of each other's features such as straight hair and blue eyes to enable those children to move forward in the game. A lively game is then played as children count their paces towards 'Mr Wolf' and excitement mounts as the time for his 'dinner' draws near. Children have superb opportunities to investigate seasons and weather. Following a few snowy days activities are linked to ice and snow. Children make large ice cubes, turn them out onto plates and wait to see which melted first. They walk in the park and stomp in the frozen puddles cracking the ice and watch the ducks and geese on the frozen lake. This is further extended as they share books about different weather and make a snowman picture. Children explore the garden. They show appreciation of the 'beautiful' flowers and discuss how the buds change colour as they open. Children investigate the natural world as they grow

seeds in the garden and learn about life cycles and growth. They walk in the woods, jump and climb on fallen logs and test their physical skills. Children collect leaves, twigs and cones to take back and create a collage. Interesting and imaginative outings are planned during school holiday times such as visits to children's farms to look at different animals and their habitats and train rides to the seaside or to visit different museums.

Children interact with others, negotiate plans and activities and take turns in conversation. They talk together about their interest in cars and trains and show great pleasure in showing their drawings of trains. Children point out and explain their displayed work and describe the unique features of their self-portraits. They are self-motivated, confident and eager to listen and learn. Children share humorous stories about the past and their exploration of snails and worms. They experiment with different foods as they use fruit with savoury dips and make sandwiches into rolls. The childminder supports the children very well in developing their understanding of mathematical concepts. Children count spontaneously as they play. They use numbers in many different situations. For example, children play counting games outside, they share and divide the fruit at snack time and calculate how many for each child. The children display a high level of independence as they help to clean up after meals, put on their shoes and coat and use the toilet. Children observe and comment about the world around them. They compliment the 'pretty cups' they use, discuss the patterns and notice the flowers in the garden. The attractive and stimulating setting contains an abundance of resources that children access freely. They have access to paper and mark-making equipment and an interesting range of information and story books. Children are happy and play purposefully. They are encouraged to identify colours, shapes and numbers as they play and have a wide range of resources and activities to enable them to explore and investigate.

Children are cared for in a very safe and secure environment because the childminder has an excellent knowledge of this area. They learn about keeping themselves safe as they practise road safety and fire evacuation. Well-recorded medication and accident forms ensure that children's welfare is monitored and parents are kept fully informed. The childminder has completed excellent risk assessments which include routine outings and trips. Children are offered a healthy diet and their growth and development is promoted through a varied menu and regular fresh air and exercise.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
--------------------------------------------------------------------------------------------------	-----