

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY431820
<b>Inspection date</b>	07/02/2012
<b>Inspector</b>	Maura Pigram
<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 2012

## 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 was registered in 2011. She lives with her husband and two children aged 18 months and three years in Oxhey, Hertfordshire. The whole of the ground floor is used for childminding, along with a bathroom and bedroom on the first floor. There are steps leading to the childminder's home and there is a fully enclosed garden, which is on various levels, available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two cats.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five to 12 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder's husband is registered as an assistant. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder knows each child well so that they feel settled and secure in a home-from-home environment. A close partnership with parents ensures valuable information is shared and children's individual needs are routinely met. Systems are mostly in place to ensure children make good progress in their learning and development. Partnerships with other providers that children attend are effective to ensure continuity of care. The childminder has a good understanding of how to promote equality of opportunity and how to include all children. Monitoring and self-evaluation are in the early stages of development and views of parents and children are yet to be used in the process.

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

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

- develop further planning and assessment systems so that observations are analysed and used to inform the next steps in children's learning
- improve reflective practice and self-evaluation so that the views of children and parents are fully included, and use this to further identify the setting's strengths and priorities for development.

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

The childminder has a clear understanding of her role in safeguarding children. She provides parents with copies of her comprehensive policies and procedures, and discusses these on registration. This means that parents are aware of her role in child protection before they place their children in her care. She has effective contingency plans in place to ensure children are cared for by a suitable person in the event of an emergency. The childminder ensures positive steps are taken to ensure all areas are safe through detailed risk assessments for indoors and outings.

The childminder creates a comfortable and welcoming environment where there are a wide range of interesting resources to support children's learning and development. Resources are rotated to suit individual interests and the childminder is considering using low-level furniture so that younger children are able to easily access table-based activities. The childminder is taking positive steps to promote equality and diversity. She uses an 'all about me' document to gain a good understanding of children's backgrounds and starting points. This is used in the settling-in process to gain an accurate awareness of children's individual needs so that steps can be taken to promote their further learning and development. Diversity is promoted through the good use of resources, such as small world figures and books. Children learn about the wider world through visits to age-appropriate groups where they socialise with children from various backgrounds.

Close partnerships with parents contribute to children feeling fully included. Daily discussions, records of the child's day and school link books contribute positively to children's welfare. Positive comments from parents include 'my child is much more confident since coming here' and 'my child always looks forward to being picked up from school'. The childminder takes active steps to ensure she is known to other providers where children attend to ensure progression and continuity of care and learning. Since registration the childminder has worked hard to develop her knowledge of the Early Years Foundation Stage requirements and has developed detailed policies to support her practice. The self-evaluation process is in the early stages of development and the childminder has identified some aspects to develop, such as further promotion of diversity and the development of her planning and assessment knowledge. However, she is yet to include all the outcomes in the evaluation process and the views of parents and children.

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

The childminder spends time getting to know the children and finding out what activities they enjoy. Children make good progress towards the early learning goals because the childminder understands how children learn. She is aware of taking positive steps to close any potential achievement gaps, such as focusing on children's interests to promote their learning. However, her system of recording children's achievements is in the early stages of development. For example,

observations are yet to be analysed and used for planning the next steps in children's learning and development.

Children enjoy their play together in a comfortable environment where they have plenty of free choice and opportunity to develop skills for the future. They enjoy close relationships with the childminder and their peers. They learn important social skills, such as sharing and taking turns during their play. Children's politeness reflects that of the childminder, who encourages good manners and positive relationships. This is evident when children say 'sorry' and hug each other following a minor dispute. Children learn acceptable behaviour because the childminder sets clear boundaries and explains the reasons for her requests. The childminder believes in the importance of talking and listening to children. She supports early language development by engaging children in conversation; she talks to them about what they are doing and by repeating what they say using the correct language and grammar. Stories and library visits encourage a love of books.

Good use is made of children's centres and other age-appropriate groups so that children's needs are effectively met. For example, the childminder carefully considers the benefits of activities taking place at these groups prior to attending. Children particularly enjoy the music group where they eagerly join in with dancing and singing to familiar songs, and they use a variety of tools to enhance the activity, such as instruments and ribbons. This means that children are able to develop their creativity and language skills in a purposeful and fun manner. The childminder is skilled in ensuring all children are fully involved. For example, age-appropriate resources are provided so that they can all enjoy imaginative play. Older children enjoy create stories using a wide range of small world figures which reflect various backgrounds and disabilities. Younger children are provided with larger figures so that they too can safely develop their imaginative play. Nursery rhymes, jigsaws and baking activities also introduce children to a range of mathematical processes, such as counting, problem solving and calculation.

Children learn how to keep themselves safe, both indoors and when outside. They learn to cross roads carefully and are learning to sit on chairs when playing at the dining room table. Young children are settled and content because their health, physical and dietary requirements are well met. For example, they enjoy plenty of fresh air and physical play during garden play and visits to parks. This promotes children's good health. Children are able to sleep or rest in a quiet bedroom according to their needs. They are encouraged to adopt good personal hygiene routines and the childminder provides healthy meals that include fresh vegetables and fruit.

## 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	3
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
--	-----