

Inspection report for early years provision

Unique reference number	221358
Inspection date	15/10/2008
Inspector	Sheila Dawn Flounders
Type of setting	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 1994. She lives with her husband and two teenage children in the village of Harpole, Northamptonshire. The whole ground floor of the house is used for childminding. The premises is partially accessible, although toileting is on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of three children aged five or under at any one time and is currently minding four children under five on different days. She is also registered on the Childcare Register to care for three children from five to eight years and is currently minding four children over five before and after school. She also cares for some children over eight years. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group.

Overall effectiveness of the early years provision

Although the childminder has only recently obtained a copy of the Early Years Foundation Stage (EYFS) she is successfully promoting most of its requirements and able to demonstrate a commitment to implementing the rest. Children have their individual needs met due to the childminder's positive relationships with them and their parents. All of the children enjoy their time at the setting and are obviously making good progress.

What steps need to be taken to improve provision further?

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

- ensure that accident records are kept confidential
- develop records to show what children have achieved and what they need to do next
- develop a complaints log to record any concerns raised by parents.

The leadership and management of the early years provision

The childminder knows the children in her care well. She is aware of each child's abilities and development, for example, which hand is dominant and the types of activities that hold their interest. She manages her time well and is actively involved in children's play and learning. This interaction enables her to model desired behaviour, quickly diffuse potential incidents and praise children when they do things well. As a result the younger children learn to understand what behaviour acceptable is and generally behave very well. The childminder has positive experiences of inclusion for children with learning difficulties and demonstrates a willingness to work with other professionals when appropriate. She provides all children with a wide variety of activities and experiences, ensuring that

regular checks are made to maintain the premises, equipment and resources in a safe and suitable condition. Children are safeguarded as the childminder is aware of her duty towards them, for example, keeping the premises secure, maintaining supervision at all times and ensuring all household members are vetted.

Parents are provided with information about most aspects of the provision and their child's achievements and progress. Before children attend they are asked to share what they know about their child and complete necessary paperwork to allow the childminder to accommodate their wishes. The childminder is developing systems to share her observational assessment records with parents, and also other settings that children attend, which will allow them opportunities to add comments. Most documentation is in place, with those such as for medication used when appropriate. However the accident records are not currently in a format which assures confidentiality of information and the childminder currently has no system in place to record any complaints parents might raise. The childminder has begun to informally reflect on her current strengths and weaknesses. All weaknesses identified in the last inspection have been effectively addressed resulting in some changes to documentation, removal of a water feature and a broadening of children's experience of diversity.

The quality and standards of the early years provision

Children's progress and development is well supported because the childminder either plans appropriate activities or allows the children to follow their own interests. Although records are not yet linked to the EYFS framework she does observe daily and note some of their achievements and as a result ensures that activities are at an appropriate level for their understanding. Children access a wide variety of activities that cover all areas of learning over time, with a balance between those they initiate themselves or those devised by the childminder. They benefit from their interaction with the childminder, for example, she discusses what they are doing with them, asks them questions about what they see in books and makes sure that resources are available to support their imaginative play. The children also have positive relationships with each other, readily take turns and share resources. They have regular experiences of creative activities such as role play, cooking, painting and playing with dough which provide opportunities for mark-making, problem solving and help children develop their self-esteem.

Regular physical and outdoor play, including in the local community, enhanced by the experience of collecting some of the food they eat from the allotments helps children develop a positive understanding of a healthy lifestyle. Meals are social occasions and the children are encouraged to try all the items parents provide in their lunch boxes. A healthy evening meal and snacks are provided by the childminder who has a good understanding of food hygiene requirements. Children are well hydrated due to good access to drinks of their choice. The children develop personal hygiene routines as part of their daily experiences, with the childminder ensuring these take place away from food preparation areas. Measures are in place to protect them from cross-infection, for example, parents are made aware of the sickness policy. Children are encouraged to develop an understanding of keeping themselves safe, for example, they discuss the dangers of water being too hot when

washing hands, they take part in emergency evacuation drills and in role play they model the use of sun cream.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.