

Inspection report for early years provision

Unique reference number	EY377221
Inspection date	02/12/2008
Inspector	Paula Hunt
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 2008. She lives with her husband and adult son in the Daventry area of Northamptonshire. The whole of the ground floor is used for childminding and is accessible, with toilet and sleeping facilities 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 one child under five on a part-time basis. She is also registered on the Childcare Register to care for three children from five to eight years and is currently minding two children over five before and after school.

The childminder walks to local schools to take and collect children. The family have two cats, three guinea pigs and an aviary with birds. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder demonstrates a commitment to inclusive practice and to ensuring children's individual needs are provided for. She has created a warm and welcoming environment for children by ensuring that toys and resources are easily accessible to promote children's choice and independence. As a result, children make satisfactory progress in their learning and development and enjoy their time in the setting. The childminder is developing positive relationships with parents and other carers which helps to involve them in the children's care and education. The childminder is aware of the strengths and areas for improvement and demonstrates the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems for identifying children's next steps for learning and use this information to plan for their progression
- ensure daily attendance registers are accurate
- develop risk assessments to include everything a child comes into contact with.

The leadership and management of the early years provision

Children are mostly protected and their welfare needs met because the childminder demonstrates a positive level of commitment to promoting their health and safety. There is a satisfactory range of written policies and procedures in place which support the childminder in promoting children's welfare and learning. The childminder has organised her documentation well and maintains clear and up-to-

date records regarding children's welfare with the exception of the daily attendance register. Appropriate safety equipment is in place to ensure children are safe. However, the regular risk assessment conducted does not include everything a child comes into contact with. The children are safeguarded well as the childminder has sound knowledge of the Local Safeguarding Children Board procedures and a clear understanding of her own responsibility. All adults in the home have been appropriately vetted to ensure that they are suitable to care for children.

The childminder has begun to monitor and evaluate her own practice and has completed a written self-evaluation. This identifies most strengths and areas for improvement such as further developing her knowledge of the EYFS to improve outcomes for children. Positive relationships with parents are developing and contribute to ensure continuity of care and children's individual needs are met. The childminder also maintains links with the local school and pre-school to ensure that children's care is consistent and their learning is extended.

The quality and standards of the early years provision

Children receive individual time and attention from the childminder who knows the children and their interests well. The childminder supports children's interests by planning an exciting variety of activities so that children are making satisfactory progress with their learning and development. Very warm and affectionate relationships exist between the childminder and the children, which ensures they are safe, comfortable and feel confident in their environment. Children benefit from the childminder's relaxed manner, praise and encouragement as they play. The resources are organised well and easily accessed by the children. This helps to create an inclusive environment which promotes children's choice and decision-making.

Children have lots of opportunities to be creative as they explore autumn colours using paint, do collage work, play with the dough and take part in role play. They also enjoy singing and playing with the musical instruments. Children are encouraged to talk about what they are doing and their experiences. They are confident communicators and converse freely with the childminder and other visitors within the home. Each child has a scrapbook to display their delightful art work and purposeful observations help to keep the childminder and parents up-to-date with children's progress. However, these observations are not clearly linked to the early learning goals or used to identify children's next steps for learning.

Children enjoy exploring the indoor and outdoor environment. There are regular opportunities for children to develop physical skills when they visit parks and play areas. This effectively contributes to children learning to socialise while they also learn about the local environment and the wider world. Children learn how to care for animals as they replenish their food and water supplies and add straw to ensure they remain warm in colder weather.

The childminder deploys appropriate behaviour management strategies and encourages children to behave well by offering lots of praise and encouraging for

positive behaviour. Children learn to be kind to each other and play cooperatively together. Their work is on display at the setting, which promotes their confidence and self esteem. Children's individual dietary requirements are discussed with parents so that the childminder is aware of their likes, dislikes and preferences. The childminder provides healthy meals and snacks which promote children's good health. Furthermore, effective steps are taken to prevent the spread of infection and appropriate action is taken when children are ill.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 registration there have been no complaints made to Ofsted.

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.