

Inspection report for early years provision

Unique reference number	EY297263
Inspection date	17/03/2009
Inspector	Andrea Ewer
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 registered in 2004 and is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a total of four children up to the age of eight years and is currently caring for one child in the early years age range and four older children. The childminder's mother and partner both work as assistants.

The childminder lives her partner and their children, aged one, three and five-years-old, in a house in Deanshanger, Northamptonshire. Care is provided on the ground floor of the house which includes a playroom, living room and conservatory. Children share access to the garden for outdoor play.

The childminder is a member of the National Childminding Association and has completed to Quality First, Quality Assurance scheme. She also holds a National Vocational Qualification at Level 2 in Care.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children in the Early Years age range feel fully included because the childminder knows them well and provides care, learning and development opportunities that meets their individual needs. As a result, children make good progress towards the early learning goals. Effective partnerships with parents promote a cohesive and integrated approach to children's welfare, learning and development as information is shared regularly. Overall effective measures are in place to monitor and evaluate the quality of care and learning provided, however, they do not take enough account of parents and children's views.

What steps need to be taken to improve provision further?

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

- develop written risk assessments to cover anything with which a child may come into contact with and ensure that the risk assessment for outings includes sufficient detail to show that potential hazards are identified and active steps taken to minimise them
- match observation and assessment records to the expectations of the early learning goals and use the information to identify the next steps for individual children
- develop the use of self-evaluation to identify strengths and priorities for improvement and taking account of parents and children's views.

The leadership and management of the early years provision

Written policies and procedures required for the safe and efficient management of the setting are well-maintained and inclusive for all children who attend. Policies and procedures are shared with parents in the form of a welcome pack, which informs them of what they can expect from the childminder. Children's records are very well maintained and provide information that supports the childminder very well to meet their individual needs. For example, parents give written information about children's regular routines, likes and dislikes, medical and dietary requirements. Relationships with parents are friendly and professional. They share information about children daily and the childminder provides parents with good quality information about the Early Years Foundation Stage, both in the welcome pack and through displays. Children's progress records are shared with parents regularly which enables them to support their children's learning at home. The childminder understands the importance of developing partnerships with others delivering the Early Years Foundation Stage to children in her care.

The childminder reflects on her practice to identify strengths and priorities for development including continuing to attend training to refresh her skills and knowledge. She has recently completed the National Childminding Association Quality First, quality assurance training and has attended training in self-evaluation. She does not yet, however, take account of parents or children's views to improve outcomes for children as part of her self-evaluation.

Effective safeguarding procedures ensure children are protected from harm or neglect. The childminder has a secure understanding of the signs and symptoms of child abuse and has documentation that supports her to implement procedures correctly.

The quality and standards of the early years provision

Children feel secure in the welcoming and homely environment where they share friendly relationships with the childminder and are developing friendships with each other. They play happily between the child-friendly playroom and living room, which are organised to promote children's independence as activities and resources are readily accessible. The childminder informally plans stimulating activities around the six areas of learning that meet children's learning and development needs well. For example, children enjoy regular visits to toddler groups and other childminders houses, which helps children become socially confident within larger groups. Children make very good progress in communication, language and literacy. They access mark-making materials freely to draw and colour in pictures and paint using bright colours at the easel. They observe the alphabet friezes displayed around the room and look at books for enjoyment which helps them understand that print carries meaning. Children use their imagination well as they decorate plant pots as a present for their grandmothers and explore how things work as they play with the torches. The use of observation and assessments helps the childminder to monitor children's progress towards the early learning goals. They do not yet, however, link to the

development matters as set out in the Early Years Foundation Stage guidelines, to identify the next steps for children.

Overall children's welfare is promoted very well. They gain a very good understanding of staying healthy and safe, and make a positive contribution. Children are well behaved and know what is expected of them. They have many opportunities to make choices such as what to play with and whether to play in the living room, playroom or in the garden. The childminder gives children regular praise and encouragement which helps them feel valued and consistent daily routines help them feel secure. Children develop extremely good hygiene practices as part of daily routines and sample menus show they enjoy nutritious meals as part of a healthy diet. They have regular opportunities for fresh air and exercise during daily walks, visits to local parks and outdoor play in the garden, where they manoeuvre wheeled toys and run around energetically. The childminder holds an up-to-date first aid qualification and the well stocked first aid kit ensures children receive appropriate care in the event of minor accidents or illness. Effective measures are in place to keep children safe, including suitable fire safety equipment and safetygates that prevent children accessing unsupervised areas of the house. The well-maintained garden provides a safe area for children to enjoy outdoor play and the area sectioned off for younger children is inaccessible to the family dog, which contributes effectively to keeping them safe.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

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

There have been no complaints made to Ofsted since the last inspection.

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.