

Inspection report for early years provision

Unique reference number	220537
Inspection date	27/03/2009
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 has been registered since 1996 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 six children up to the age of eight years of whom no more than three may be in the Early Years age range and is currently caring for eight children in the early years age range for various hours and days.

The childminder lives with her husband in a house in a village in South Northamptonshire. Care is provided on the ground floor which includes the living room, conservatory and kitchen. Children share access to the fully enclosed garden for outdoor play.

The childminder has a pet dog, a cat, ducks, quails and chickens.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a homely environment where generally their welfare, learning and development needs are met. The childminder has a limited understanding of the requirements of the Early Years Foundation Stage; however, she gets to know children well and provides care and play opportunities that overall meets their individual needs and helps them to make progress. As a result, children feel valued and are fully included. Information about children is shared with parents regularly to promote consistent care; however, the childminder has not yet extended partnerships to other settings children attend. She does not yet use reflective practice to support continuous improvement.

What steps need to be taken to improve provision further?

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

- develop self-evaluation to clearly identify strengths and priorities for development that will improve the quality of provision for all children.
- ensure written consent to administer medicine contains all required information
- develop partnerships with other settings children attend to ensure an integrated approach to their learning and development.
- develop partnerships with parents to enable them to become involved in their child's continuous learning and development

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

- improve knowledge and understanding of the requirements of the Early Years Foundation Stage to ensure every child receives an enjoyable and challenging learning and development experience that

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is tailored to meet their individual needs
(Organisation)

- maintain a record of risk assessments that cover anything with which a child may come into contact, includes the date of review and any action taken following an incident with particular regard to children accessing sharp cutlery and harmful cleaning materials and the situation of the fire blanket (Suitable Premises, Environment and Equipment)

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The leadership and management of the early years provision

Although the childminder is keen to improve outcomes for children and continues to attend training to develop her skills and knowledge, she has a limited understanding of the requirements of the Early Years Foundation Stage. Subsequently, self-evaluation lacks depth and does not identify meaningful priorities that would improve outcomes for children. Children's records are generally well-organised and support the childminder to meet their individual needs.

Overall, children benefit from a fully inclusive environment where they feel valued as individuals. The childminder obtains some information verbally from parents about children's individual needs and what they enjoy. She does not, however, have sufficient understanding of the learning and development requirements, to support children to achieve as much as they can in relation to their starting points and capabilities or to help parents support children's learning at home. The childminder has friendly relationships with parents where information about children is shared regularly to make sure their welfare needs are met. She has not yet developed partnerships with others to promote consistent care and learning for children who attend other settings.

Overall, children's safety is promoted well. Effective measures are in place to reduce the risk of accidents and ensure children's safety in the home and garden. For example, safety gates prevent children gaining unsupervised access to the kitchen and fire safety equipment is placed appropriately around the home. The childminder has not, however, carried out a full written risk assessment to support the visual checks carried out daily. The childminder has a sound understanding of the signs and symptoms of child abuse and her role in protecting them from harm and documentation that supports her to implement procedures correctly are readily accessible.

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 who knows them well. Furniture, equipment and resources are clean, suitable for their purpose, and generally well-organised to promote children's growing independence. They readily access

resources and activities that meets their play and developmental needs well and helps them progress towards the early learning goals.

Children's learning and development are generally well-supported. They purposefully engage in a stimulating and at times, interesting range of activities that they enjoy. Children concentrate very well as they put the pieces of the train track together, confidently deciding whether they want straight or 'wiggly' pieces. They organise the carriages ready to drive them along which helps them to develop problem solving skills and children respond well to open-ended questions that helps them to think critically. They gain a very good understanding of where some foods come from as they enthusiastically collect chicken and duck eggs from the garden and become confident using numbers for counting as they count how many eggs they have collected. They pick the seed out of the cucumber and talk about how to grow cucumbers and pumpkins. Children start to understand time as they look at books and make links in their learning as the childminder explains that when both hands are on the number twelve it will be time for lunch. Although she observes children informally, the childminder does not yet use observation and assessments to plan for individual children's learning and development. Subsequently, they are not always challenged to achieve their potential.

Overall, good attention is given to keeping children healthy. They are cared for in a tidy, well-organised home and start to develop simple good hygiene practices as part of daily routines. The childminder holds an up-to-date first aid qualification which ensures children receive appropriate care in the event of minor accidents or illness. Most records that support the childminder to promote children's good health are in place; however, written consent to administer medicine lacks significant detail. Children are developing a positive self-image and start to appreciate our similarities and differences. They generally have regular access to a suitable range of resources that reflects themselves and people of other races, religions, abilities and cultures. Children respond well to consistent and positive strategies that supports them to behave well and takes account of their age and level of maturity such as simple explanation and distraction. Children use good manners and play co-operatively, sharing and taking turns appropriately.

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

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.