

Inspection report for early years provision

Unique reference number	221469
Inspection date	21/04/2009
Inspector	Sarah Measures
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 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 2000. She lives with her husband and two children, aged eight and two years, in a residential area of Raunds, Northamptonshire. The downstairs of the childminder's house is used for childminding. There is a secure garden used for outdoor play. The premises is accessible via a small step to the front door. The childminder works with an assistant and may care for up to five children within the Early Years Foundation Stage at any one time. She may also care for older children, as she is registered on the compulsory and the voluntary parts of the Childcare Register. Both the childminder and her assistant walk to take and collect children to and from local schools. The childminder is a member of the quality assurance scheme for childminders and she has links with local schools and pre-school organisations.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are warmly welcomed into this warm and homely setting by the childminder and her assistant. They are valued highly as individuals by the childminder, who works extremely hard to understand and meet their individual needs. The childminder makes expert use of the Early Years Foundation Stage in order to plan an effective learning programme for children. Children's welfare is generally well promoted, however not all requirements are met with regard to record keeping. The provision for continuous improvement is good because of the childminder's dedicated and professional attitude.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents by keeping a record of any significant events involving children's behaviour.

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

- obtain written permission to seek any necessary emergency medical treatment or advice (Safeguarding and promoting children's welfare).

30/04/2009

The leadership and management of the early years provision

Children have excellent opportunities to progress towards the early learning goals. The childminder works extremely cooperatively and effectively with her assistant and with parents and other carers in order to gain a full understanding of children's needs. Very professional and detailed communications take place

between those involved in children's care and as a result, the childminder knows children very well. Such systems are particularly effective when it comes to supporting children who have difficulties with their learning and development. All children are purposefully engaged in a range of interesting and fun activities in and out of the home that promote all areas of their development. The childminder capably reflects upon her practice in order to plan strategically for improvement in the provision for children. She is constantly looking to provide new and exciting opportunities for children and is very well-motivated.

Children are effectively safeguarded because the childminder and her assistant keep their knowledge of child protection issues up-to-date by attending relevant training. The childminder has a clear working knowledge of how to recognise possible indicators of abuse and how to refer any concerns she may have. Parents know how to make a complaint to Ofsted if they wish, in order to offer a safe and transparent service for parents and children. Secure systems are in place to ensure children are safely collected by appropriate persons. Whilst the childminder maintains a good range of records for the safe and efficient management of her setting, she does not currently have written consent from parents to seek emergency medical treatment and advice if necessary, and she has not kept a full record of all significant incidents involving children's behaviour in order to fully promote children's health and safety and to protect herself.

The quality and standards of the early years provision

Overall effective procedures promote children's welfare and highly effective policies and procedures promote children's learning and development. The childminder has an excellent understanding of how to challenge children by planning activities that interest and stimulate them. Children have very warm and close relationships with the childminder and her assistant and are very much at home in the setting. They choose freely from an extensive range of toys and activities within the home that are easily accessible to them and that are carefully chosen for their educational benefit. Children learn as they play and have fun and interact purposefully with the childminder and her assistant. They gain important social opportunities and take part in a further variety of activities as they regularly visit a childminding support group that is organised by the childminder. The childminder observes the children in a variety of ways in order to assess their progress and to plan constructively for the next steps in their development. Observations are well-presented and give a comprehensive picture of the milestones that children have achieved. This is an excellent record of children's progress used to inform parents and other carers.

Children learn to protect themselves as they learn simple good hygiene practices throughout daily routines. They are encouraged to make healthy choices at snack time and learn about healthy eating through discussions and planned activities. The childminder and her assistant act as good role models, encouraging the children to be well-behaved. The childminder works cooperatively with parents in order to manage children's behaviour in a consistent way.

The childminder carries out thorough risk assessments of the premises, that are reviewed regularly in order to ensure a safe and secure environment for children.

The childminder offers children a very welcoming and well-organised learning environment. Children use toys and equipment that are good quality and safe. Children take part in well-planned activities that help them to protect themselves. For example, they are currently enjoying creative and role play activities that help them to understand the importance of road safety. With the exception of the recording systems in place, the organisation of the provision for children is very good.

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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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