

Inspection report for early years provision

Unique reference number	221402
Inspection date	28/05/2009
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 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 2000. She lives with her husband in the Queensway Estate area of Wellingborough, Northamptonshire. The property is close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding, which includes access to the ground floor bathroom. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis when caring for young children. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder forms positive partnerships with parents which help her collect the information she needs to care for children's individual needs and to ensure their welfare is promoted. The children are her priority and she effectively supports each child's learning and development through their play and the experiences provided, as a result they are making good progress. The childminder is confident in her understanding of the requirements of the Early Years Foundation Stage (EYFS) and all of these are in place. She has used the self-evaluation process to effectively plan for ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop existing assessment records to identify the next steps in children's learning
- ensure specific risk assessments are carried out for each type of outing.

The leadership and management of the early years provision

The childminder is well-organised and uses technology appropriately to help maintain some of her records, policies and procedures. She attends various relevant courses, has regular contact with other childcare professionals and makes frequent reference to EYFS documentation to ensure her knowledge and skills are updated. Within the premises resources are effectively deployed to encourage children's choices and to encourage increasing independence. Risk assessments are used to identify most potential hazards to children in the premises and with

some activities, with a daily check made of higher risk aspects and recorded. However, individual assessments have not been undertaken for each type of outing, so some risks could be overlooked. Children are protected because the childminder ensures security is maintained at the premises, only designated adults collect the children and household members have been vetted. She is confident about what signs and symptoms would cause her concern and local safeguarding procedures if she needed to take any action.

Strong partnerships are developed with parents as necessary documentation is completed and settling in visits take place, ensuring the childminder gets to know the children's individual needs. Parents are all given a starter pack so they can refer to policies later with additional information on display in the premises, including easily accessible information should they wish to make a complaint. All parents access their child's assessment records at least termly and are encouraged to add their own comments so that they are involved in the child's learning. Their comments have also been taken into account as part of the childminder's self-evaluation process and she is able to demonstrate changes to her practise as a result. The recommendation from her previous inspection was acted on immediately and the childminder's effective evaluation of her practise and identification of areas for improvement indicate a strong basis for the future.

The quality and standards of the early years provision

Children have opportunities to experience a wide range of activities that cover all areas of learning over time. They access an age-appropriate learning environment, for example, children help to grow vegetables and play with sand and water in the garden, they engage in dressing up and watch films in the lounge with a wide variety of resources stored in clear boxes in the dining room. The childminder ensures they access a balance of activities through monitoring the observations she makes. She is skilled at knowing when to let children develop their own play and when to intervene to support their learning. This is done through appropriate questioning and discussion, for example, after independent completion of a letter puzzle children's understanding of particular letters, numbers, colours and information about the animals depicted is reinforced by the childminder. Some planning and routines are in place, but these are often superseded by the spontaneous activities which capture children's interests. The childminder regularly adds to children's learning journeys, with information also added by parents about children's learning elsewhere. The childminder is able to identify the next stages for children's learning and knows how to provide activities to develop these, but she does not include this information in the child's records.

Promoting children's welfare is very important to the childminder. She has a clear understanding of children's dietary requirements, ensures that items she provides meet these and that children have access to drinks at all times. Their good health is promoted through robust personal hygiene routines, parental understanding of the sickness policy and exclusion periods together with children's regular access to fresh air and physical play. Children make good use of the garden and also frequent local parks and areas which provide more challenges to their development. Children learn to keep themselves safe through reminders of

relevant boundaries, such as not shutting the door so the childminder can maintain supervision, frequent discussions about road safety and very regular practises of the emergency drill. House rules are drawn up annually with the older children so they are all aware of the expected behaviour. Emphasis is very much on promoting the positives with praise, encouragement and simple rewards used to build children's self-esteem, while an age-appropriate, consistent approach is used to handle incidents when they occur. As a result the children are learning to play together, share and take turns, while developing respect for each other and their environment.

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

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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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