

Inspection report for early years provision

Unique reference number	EY272331
Inspection date	03/12/2009
Inspector	Tracey Marie Boland

Type of setting	Childminder
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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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and child aged 10 in a residential area in Daventry, Northamptonshire. There are shops and schools within easy walking distance. The whole of the ground floor and first floor bathroom are used for childminding purposes. There is a fully enclosed garden available for outside play. Children are also taken on local outings to the park, local groups and places of interest. The family have two cats.

There are six children currently on roll. The childminder is registered to care for six children when working alone including three in the early years age group and when working with an assistant she may care for a maximum of ten children including six in the early years age group. There are currently four children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary childcare register.

There is direct access into the setting and a ground floor bathroom. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and is very aware of the individual needs of the children she cares for. She works alongside her assistant and provides a wide range of activities both indoors and out. She completes observations of the children, however, very little information is obtained initially to help inform her of children's starting points in their learning. The childminder ensures that all children are valued and included and they are encouraged to understand similarities and differences. The childminder has a good awareness of her strengths and through her continual assessment of the service she provides she is able to develop and enhance her practice through training.

What steps need to be taken to improve provision further?

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

- develop the processes for obtaining information from parents about their child's development, thereby gaining an insight into each child's starting points in their learning and use the information to plan for their individual learning.

The effectiveness of leadership and management of the early years provision

Children enter a welcoming, warm environment where their health, safety and well-being are a priority. The childminder and her assistant understand the importance of not leaving children with un-vetted adults and ensure that children are supervised at all times. They have a firm understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect and the childminder has undertaken training to keep herself up-to-date and informed of current legislation and practice. Concise written risk assessments are in place, identifying potential risks and how they have been minimised both in the home and when out. All required records are up-to-date and well-maintained. Written policies and procedures are shared with parents which reflect the ethos of care provided.

The childminder is aware of the benefits of self-evaluation and identifies areas for improvement which include the ongoing development of her processes for observations and the links she has made with other providers of care. She understands the importance of ongoing training and accesses a variety of courses to enhance her skills through the local authority. There was one recommendation raised at the last inspection which was to continue to develop the resources that reflect non stereotypical gender roles and disability. Children now access a variety of resources that reflect the wider world and their community, which includes books, puzzles, role play and dressing up and small world figures.

Detailed information is received from parents about their child's needs and preferences, however, information to inform the childminder and her assistant of their development is brief and not sufficient enough to inform them of the starting points in their child's learning. Written policies include working with other settings, safeguarding, equal opportunities, a settling in policy, outing policy, sun cream, failure to pick up, lost child, health procedures, over 8's policy, risk assessment policy, health and safety and internet safety. Information is also provided which relates to illness and exclusion times are shared. The childminder continues to develop processes to ensure the views of parents are known and considered at all times and strong relationships have been formed with other professionals that are involved on the children's lives, therefore ensuring continuity of care.

Children learn about the wider world and diversity through the discussions that take place and the celebration of cultural festivals throughout the year. They gain an understanding of similarities and differences and see positive images all around them of race, culture, gender and disability through the resources provided. The childminder has a good understanding of the needs of children with special educational needs and/or disabilities and understands the importance of obtaining as much information as possible about each child's individual needs to ensure they are consistently met.

The quality and standards of the early years provision and outcomes for children

Children make good progress and the childminder ensures that they all enjoy a wide range of activities and play opportunities that challenge them and encourage their learning. The resources and activities meet their needs well and children are encouraged to self-select them as they are stored at child height and are easily accessible. Observations are completed and shared with parents. Some planning is in place although only in the childminder's mind which does not enable her assistant to be fully involved, nor does it enable the childminder to use what she has learnt from the observations to plan effectively for their future learning.

Children are happy and settled. Their independence is promoted effectively in everyday routines such as mealtimes, their own personal care and when selecting from the wide variety of resources available to them. Children play cooperatively and are encouraged to share and take turns. They develop social skills at the groups they attend and have formed strong relationships with each other and the childminders. They enjoy learning about the living world and have grown cress and sunflowers. They develop their physical skills using a variety of large and small equipment such as paint brushes, glue sticks and scissors and are challenged when using large apparatus and wheeled equipment at the park and in the childminder's garden. Children learn the importance of a healthy diet and are encouraged to make good choices with regard to foods throughout the day. Packed lunches are provided by the parents and stored in lines with guidance.

Children have good opportunities to make marks, draw and create both at the childminder's home and at the groups they attend. Their language development is promoted in everyday routines and children receive lots of praise when they attempt to say key words. They complete jigsaw puzzles, drawing and colouring with a variety of pencils and crayons and begin to understand that print carries meaning as they share books with the childminder and each other. Children count in everyday situations and their understanding of mathematical concepts is encouraged during cooking activities and when playing with the water and sand.

Children play in a safe environment and they are learning how to keep themselves safe. They learn road safety which is compounded each day when walking to and from school and are supervised at all times to ensure they are safe and supported in all they do.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met