

Inspection report for early years provision

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Inspection date	16/11/2009
Inspector	Sheila Dawn Flounders
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and two school aged children in Wellingborough, Northamptonshire. The property is close to shops, parks, schools and public transport links. Most of the ground floor of the house is used for childminding and is easily accessible. The first floor is only used for overnight care. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register. She is registered to care for six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group.

The childminder uses the car to transport children to local schools. She attends the local parent and toddler group on a regular basis. The childminder supports children with special educational needs and/or disabilities (SEND). She is a member of the National Childminding Association and an approved childminding network, and is able to access funding for early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is well organised and ensures that documentation, policies and procedures are in place to provide evidence that she meets all the requirements of the Early Years Foundation Stage(EYFS). Inclusive practice underpins all that she does, including ensuring that language is not a barrier in her communication with parents, so that she effectively obtains all necessary information to enable her to care for children's well-being. Her careful consideration of the children as individuals ensures they receive appropriate support and as a result they are all making good progress in their learning and development. The childminder demonstrates a strong capacity to maintain continuous improvement reflected through her planning for future development and the enhancements made since her last inspection.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment to include action taken following issues identified during the regular check
- develop systems for tracking children's progress in all areas of learning within their assessment records.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a sound knowledge of possible signs and symptoms of abuse, is fully aware of her duty to report concerns and keeps relevant contact information readily to hand. Parents all have a copy of her safeguarding policy and are made aware that child protection concerns would take precedent over her usual assurance of confidentiality, with other documentation such as accident recording, supporting her good practice. Risk assessments are used to help minimise potential hazards to the children, with the childminder conducting various checks daily according to the children attending and activities planned. However, she does not currently record the action taken if these checks identify further hazards. The childminder uses self-evaluation as an effective tool to monitor and evaluate all areas of her practice effectively, with consideration given to the improvement of weaknesses. Having recently gained a childcare qualification she is committed to providing funded places for children and to continue accessing relevant courses herself, such as, information technology or specific needs, which will improve outcomes for children further.

The childminder makes excellent use of the resources within her premises, with children encouraged towards increasing independence in their dedicated playroom and the time they spend together. Careful consideration is given to children's ages, when they attend, the environment and providing a balance of activities demonstrated, for example, by labelling resource boxes to aid children's choices and easy access to the garden. The childminder is mindful of fixed routines, such as the trip to nursery, but by reminding the children well in advance ensures that they have opportunities to complete all the tasks they wish to in time. The effective relationships that are formed with parents also provide a positive example of how well the childminder promotes equality and diversity. She ensures their understanding of her main policies and the information she requires about their child by having these translated into their home language, as well as the contents of their child's assessment folders. All parents have monthly access to these folders and are able to add comments about progress at home. The childminder also shares this information with other settings some children attend to ensure continuity of care and education.

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

Children have access to an effective learning environment which is centred on their needs and interests. The childminder ensures that activities include some adult led planned learning opportunities linking into seasonal themes, such as 'Children in need', but that overall the day is mostly child initiated. Children benefit from their positive interaction with the childminder who supports their learning through the provision of a wide range of interesting activities. Today, for example, they made bandages for their teddies using their choice of paint colours, which then developed, at their insistence, into hand printing. They proudly show off hats made previously and join in together to sing rhymes of their choice and play instruments.

Short periods of watching television and reading books also provide opportunities for a little rest. Children make good progress in relation to known starting points, obtained from parents. These form the basis of their assessment folders, which include regular observations, photographs and examples of children's work, which they often choose to add themselves; they also like to look back over the previous contents. However the childminder does not currently use any methods of tracking to ensure that children are progressing in all areas of learning.

Children's welfare is well promoted. They obviously enjoy their learning and achieve well. They are comfortable in their surroundings and with each other, showing that they feel safe. The childminder promotes their understanding of safety through regular routines when on outings, activities about different ways to cross the road, and recently about objects getting hot in relation to fireworks. Children learn to adopt healthy lifestyles through access to a healthy diet, regular opportunities for fresh air and physical play and their increasing understanding about personal hygiene. The childminder's policies and good practice also help protect them from cross infection. All the children have opportunities to make choices, which are valued, and are encouraged to respect others' choices. They play well together and their behaviour is good. Consistent boundaries and the childminder's emphasis on positive reinforcement helps children understand what is expected of them, so that they respond well to her requests, such as, to get ready for lunch. Children demonstrate they are developing necessary skills for the future, including an understanding of the wider world through activities, such as, a recent visit to a Hindu temple.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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