

## Inspection report for early years provision

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<b>Unique reference number</b>	EY393124
<b>Inspection date</b>	15/02/2010
<b>Inspector</b>	Anne Archer
<b>Type of setting</b>	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 2009. She lives with her family, including two children aged four and two years, in the village of Weldon near Corby, Northamptonshire. All areas of the childminder's house are used for childminding and there is a rear garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time, including two children in the early years age group, and is currently providing part-time care for two children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming, homely environment where their individuality is recognised and respected ensuring their welfare and learning and development needs are appropriately met. The developing partnerships with parents support continuity of care. Although the childminder has only been minding for a few weeks, she is aware of the value of reflective practice and self-evaluation as a tool to help her develop her childminding practice. Consequently, prospects for continuous improvement are satisfactory.

## **What steps need to be taken to improve provision further?**

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

- develop systems to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care
- review exclusion periods in the sick child policy in line with current Health Protection Agency advice to help prevent the spread of infection and maintain children's good health
- adopt a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will secure the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded because the childminder understands her responsibilities in relation to child protection and keeping children safe. Her knowledge and understanding of local safeguarding procedures for the recording and referral of concerns is satisfactory, and she feels confident about putting them into practice if the need arose.

Children are supervised well and appropriate safety measures are in place to ensure children's safety, whether in the home, garden or on outings. The

childminder has an emergency evacuation plan which is practised with the children and a record is kept. She has completed an initial risk assessment of areas used by the children and intends to review it at regular intervals. Resources are plentiful for the age and developmental stages of the children who attend, and the childminder uses them appropriately to support children's welfare, learning and development. All equipment, furniture and toys are suitable for purpose, maintained and appropriately accessible to children.

The childminder provides parents with suitable information about the service she offers, including policies and procedures, activity plans and sample menus. The sick child policy requires updating to reflect current Health Protection Agency advice on exclusion periods for cases of sickness and diarrhoea to help prevent the spread of such infections. All records relating to children's welfare are kept and suitably maintained to support their health, safety and well-being. The childminder ensures time is made available to share information about the child's day with parents and carers to support continuity of care. The childminder provides an inclusive service to children and their families by ensuring she has all necessary and relevant information about the child and would seek advice from parents or others, with their consent, to enable her to meet children's needs.

The childminder obtains information from parents about their child's development and uses this and her own initial assessments during the settling-in period to plan activities to support children's next steps in learning. She has started to keep a record of her observations, assessments and evaluations of developmental progress which she intends to share regularly with parents. Welfare issues are shared with other providers of the Early Years Foundation Stage, although details of children's development and progress towards the early learning goals, which would ensure each provision has a full picture of the child's progress, are not.

The childminder clearly enjoys her role, and close, caring relationships are developing with the children which support their contentment. She has completed all of the required registration training and intends to undertake more courses in the near future. She is also pro-active in initiating her own learning, for example, by sending off for a copy of the 'Safer food better business for childminders' pack, which will support her in the safe provision of meals for children. This commitment supports the childminder's aptitude for continuous improvement and will be further enhanced as she develops the use of reflective practice and self-evaluation.

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

Children appear settled and happy in the childminder's care and she ensures they receive lots of appropriate attention. She responds to children's interest by ensuring appropriate resources are available and easily accessible to them. By getting to know the children well, the childminder is able to provide suitable activities to support their development and learning which enables them to make satisfactory progress towards the early learning goals given their starting points and capabilities. Space and resources are organised to allow children access and choice in their play, which actively promotes their independence.

Children enjoy the activities they take part in and are generally curious and interested in new activities. Children giggle a lot and clearly have fun when interacting with the childminder. The baby has a range of pull and push toys to support his mobility and older children enjoy walks in the countryside and playing on apparatus in the garden which positively supports their physical development. Children listen attentively when the childminder uses finger puppets to illustrate much loved stories. They enjoy making cakes, making shapes with play dough and building with bricks.

The childminder has put together several treasure baskets to support the baby's learning of textures and sounds. Children like to make pictures, either by painting or by sticking materials onto paper, and currently monsters and aliens are very popular. Children initiate imaginary play, sometimes based on their own life experiences and at other times on favourite television characters.

Children's individual eating and resting routines are followed in consultation with parents. The childminder is fully aware of children's dietary needs and provides rotating menus of nutritious snacks and meals. She encourages children to take regular drinks so they remain hydrated. Children feel safe as they chat or make non-verbal communication with the childminder, seek out cuddles and appear relaxed and comfortable.

Children learn from an early age the importance of adopting thorough hygiene routines, from the baby having his hands and face wiped before and after snack, to the older children washing their hands at appropriate times and using their designated towel to avoid the spread of infection. Children's behaviour is managed consistently and appropriately for their level of maturity and understanding, and parents are consulted and work with the childminder to overcome any ongoing issues. Children are supported as they develop their understanding of the importance of being kind, sharing and taking turns.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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