

Inspection report for early years provision

Unique reference number	221366
Inspection date	25/02/2010
Inspector	Jan Burnet
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.

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 1999. She lives with her partner and 11-year-old daughter in a village location between Daventry and Northampton. The whole of the ground floor is registered for childminding. Entrance to the premises is via the enclosed back garden, which is secured for outdoor play. The family has a cat, two rabbits, hamsters and goldfish.

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 six children under eight years at any one time, three of whom may be in the early years age group. There are currently four early years children on roll and of these, three attend on a part-time basis. The childminder is able to take and collect children from local schools and pre-schools. She attends parent and toddler groups

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's understanding of the Early Years Foundation Stage (EYFS) is sound. She promotes children's learning appropriately and addresses their care needs generally well, although a legal requirement is not fully met. The childminder ensures that all children are valued and included. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and uses this awareness to begin to review her practice. Her commitment to continue to monitor and extend her practice within her childminding supports the development of children's care and learning.

What steps need to be taken to improve provision further?

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

- make sure that written consent for seeking emergency medical advice or treatment is obtained from all parents (Safeguarding and promoting children's welfare). 05/03/2010

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

- develop systems for using observations and assessment, and information from parents, to plan next steps in learning for individual children.

The effectiveness of leadership and management of the early years provision

The childminder provides a warm and welcoming environment. She is aware of her responsibilities with regard to supervising children in her care, necessary checks for herself and her partner have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. Most welfare requirements are being met appropriately in order to promote children's health and well-being. However, following a change to child record forms not all parents have signed a section that gives consent for emergency medical advice or treatment. A thorough written risk assessment identifies how potential hazards have been identified and addressed within the home, garden and on outings. The childminder is aware of her responsibility with regard to protecting children from abuse. She keeps her knowledge up-to-date, has a copy of the Northamptonshire Safeguarding Children Board procedures and has drawn up a clear safeguarding policy for parents.

The childminder is aware of the benefits of self-evaluation and has completed the Ofsted self-evaluation form. She identifies that her current priority is to continue to review her practice in line with EYFS welfare requirements and to develop planning systems to promote children's learning. She demonstrates a commitment to improving her knowledge and skills and provides an inclusive service for parents and children. Training courses between 2007 and 2009 include, 'Cool ideas' for art and craft activities, safeguarding, Level 2 Food Safety, visual impairment, first aid and EYFS. The childminder makes sure that resources are appropriate to children's individual ages and stage of development and that toys are maintained in a good state of repair.

Written information provided for parents is good. A full range of policies that are clear and informative include ones on safeguarding, complaints, equal opportunities, illness and promoting positive behaviour. In discussion, the childminder explains how she will ensure that the needs of children with special educational needs and/or disabilities, and English as an additional language are met. For example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs. The childminder encourages children to gain an understanding of difference, for example, she provides resources that reflect positive images, encourages an awareness of different beliefs and encourages children to sample different foods. She is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

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

The childminder has a sound knowledge and understanding of how children learn and develop. As a result, children are making progress in their learning. She is keeping a record of children's achievements and is beginning to record some next

steps plans. However, systems for using observations and assessment and information from parents are not yet fully effective in ensuring that individual children are challenged effectively. Potentially this has an impact upon the progress that children are able to make. Children are happy and settled. The childminder ensures that children feel emotionally secure by building good relationships, ensuring a consistent routine and creating a welcoming child-friendly environment. Children are praised for positive behaviour and for their achievements. The childminder ensures that she is a good role model and that children develop an awareness of how other people live, sharing and turn taking, and showing consideration for others.

Children enjoy moving to music and singing rhymes and action songs. The childminder encourages language development by asking open-ended questions when engaged in conversation with children. They enjoy looking at books and older children select favourite ones for the childminder to read. Children make marks in dough and with crayons, paint, pencils and pens. They count and name colours and shapes as they play. Young children match shapes as they play with posting boxes and develop an awareness of size as they stack beakers and rings. Children sing songs that include counting and older children play board games that promote 'one on one' counting. When baking they help to count out the cake cases, talk about how many eggs they need and decide how many cakes they need to make for different family members. A favourite with older children is a Shopping List game and this promotes counting, matching and early reading as children begin to use their phonological knowledge when looking at the list of different foods.

Children's creativity is promoted effectively. They enjoy a range of art and craft activities including painting and modelling. They repeat situations familiar to them in their role play. They learn how to protect their own health, for example, good hygiene practices and healthily eating as the childminder provides healthy and nutritious meals and snacks. Children are active and practise physical skills and gain confidence as they use large equipment at home and at the park. They develop good manipulative skills as they play with a range of safe small toys. Children learn how to keep themselves safe, for example, road safety, why they must wear seat belts in the car and 'stranger danger'.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	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

Outcomes for children in the Early Years Foundation Stage	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	3
The extent to which children make a positive contribution	2
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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