

## Inspection report for early years provision

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<b>Unique reference number</b>	257352
<b>Inspection date</b>	25/02/2010
<b>Inspector</b>	Melanie Eastwell
<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 2001. She lives with her husband and their adult daughter in Raunds, Northamptonshire close to shops, parks the local school and public transport links. The whole of the ground floor and one bedroom upstairs are used for childminding. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group. She also provides care to children aged over five years to 12 years. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. She works with another registered childminder from her home address and together they may care for a maximum of eight children. Both childminders have equal responsibility for the childminding practice.

The childminder takes children to and collects them from the local school and regularly attends the local Sure Start Children's Centre. She is a member of the Northamptonshire Childminding Network.

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

Overall the quality of the provision is good.

The childminder and her co-worker provide a happy, welcoming environment, in which children's welfare and learning are successfully promoted. Children are safe and secure and enjoy the positive interaction from both the childminders. The partnerships with parents and other providers delivering the Early Years Foundation Stage are effective and are significant in making sure that the needs of all children are met. This means that children progress well given their age, ability and starting points. The childminder has begun a process of self-evaluation and is keen to continue to develop this to acknowledge areas of strong practice and to identify her priorities for continued improvement.

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

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

- develop further the planning of activities to ensure it is individualised to take account of each child's interests
- develop further the system for self-evaluation to continue to improve the outcomes for children.

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

Effective systems for managing the required documentation ensure the smooth daily operation of the childminder's commitments. Both childminders have devised a set of written policies and procedures that are clearly reflected in their activity with the children and their parents and these written documents underpin a good awareness of safeguarding issues. For example, the childminder and her co-worker maintain separate accident and medication records that are signed by parents. Comprehensive risk assessments are in place that are regularly reviewed. Both childminders demonstrate a good understanding of the importance of following the Local Safeguarding Children Board procedures in the event of any child protection concerns. Children begin to learn about keeping themselves safe. For example, they help to tidy away when they have finished playing and discuss road safety when out walking with the childminder. Children demonstrate that they feel safe in the childminder's home. They are confident to approach both childminders for comfort and reassurance as they need it and they know where to find different resources and play materials in the low-level units and boxes. Children benefit from the effective use of the available space. They thoroughly enjoy using the welcoming play room which is set out to promote free choice and their independence skills and the bathroom is adjacent which also promotes the children's independence.

The childminder has built effective partnerships with the parents of the minded children. Each of the childminders takes responsibility for their own key children and therefore the partnership with their parents. Children benefit from the good communication between their parents and the childminder. Parents are kept well-informed on a daily basis about their child's routines and progress through both written diaries and verbal feedback. Children's progress through the Early Years Foundation Stage is shared with parents. For example, information is gathered about children's achievements at home before they commence with the childminder and on a regular basis when they are settled. This information from parents is used to help the childminders identify children's starting points and to inform the planning of future activities. The children's achievement files are sent home with parents each term and they are invited to record their own comments regarding their child's progress. The childminder understands the value of working in close partnership with other providers delivering the Early Years Foundation Stage involved with the children in her care and she successfully works with them through sharing information about the planning of activities and children's progress to promote a smooth transition and a consistent approach for children.

The childminder has put in place generally appropriate methods to monitor the provision and to reflect on her daily activity with the children. For example, she has taken appropriate action on the recommendations made from the last inspection. However, she is keen to continue to develop this further. She works very closely with her co-childminder and they discuss how children have responded to the activities provided each day and how they can build on their skills and interests. Because activities are closely matched to their individual stages of development, children enjoy learning and make good progress in all areas. The views of the

children and their parents begin to be sought through the use of the children's digital camera and letters from parents which report very positive and highly complimentary comments.

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

Children benefit from the childminder's effective interaction with them during their play. She is skilled when monitoring the activities and is keen to involve herself in the children's play when needed. For example, she talks to them about what they are doing and assists them with manipulating items such as play dough tools. She introduces new vocabulary during children's games and ensures she gives them lots of opportunities to make their own choices and decisions about their play. Children's interests are taken into account when planning is done for future activities. If children initiate conversation about or show an interest in anything in particular then this is incorporated by both childminders. For example, a child who is interested in recycling is encouraged to help sort the items into different boxes, has been on a visit to the local recycling centre and watches out for the recycling vehicle on the day it is due. Children's achievements and progression is recorded in the same manner by both childminders who use the Practice Guidance document to assist them in identifying each child's next steps in learning. Children have individual files that contain written observations under each of the areas of learning that are backed up by photographs and samples of their work. These files are regularly shared with parents to ensure they are involved in their child's learning and development. The childminders record written plans of activities. This planning is led by the children and generally follows their interests. However, although both childminders take account of children's individual preferences and interests they do not currently identify on the planning any activities planned for specific children and therefore the written plans do not clearly demonstrate their understanding of individualised planning for all the children present.

Children's welfare is managed effectively by the childminder because she knows them all very well. She is very sensitive to their individual needs and is able to anticipate when they require a change of activity, food or rest time. Flexible arrangements are in place regarding children's meals and snacks. Some are provided by the parents and other children enjoy the healthy balance of fresh food prepared by the childminder. Meal times are social occasions that promote lots of lively conversation. Children begin to learn to manage their own personal hygiene. They demonstrate that they are familiar with the routines for washing their hands before eating and after messy activities. Both childminders follow effective procedures to reduce the risk of cross infection during nappy changes. Children begin to develop an awareness of diversity and individuality. For example, they are well supported by the childminder to work together, to take turns and to share. Through discussion with the childminder children are able to use their words to manage situations that arise. They show care and concern for each other. For example, they ask their friends to come and join a game of pretend shopping. Both childminders are very attentive to the children and promote good behaviour through implementing effective behaviour management strategies that are appropriate for the children's ages. Children enjoy learning about the wider world

through activities such as recently celebrating Chinese New Year and Pancake Day. The appropriate and well-resourced activities alongside discussion with the childminders begin to develop children's awareness of diversity.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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