

Inspection report for early years provision

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Inspection date	12/01/2010
Inspector	Andrea Ewer
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 2001. She lives with her husband and their two adult daughters in the village of Higham Ferrers, Rushden, Northamptonshire. The ground floor of the childminder's house and the first floor bathroom are used for childminding and there is a rear garden for outside play. The premises are accessible by a low step to the entrance. There are shops, schools and pre-schools within walking distance. The family has three small dogs, two rabbits and fish.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a total of four children up to the age of eight years and is currently caring for two children in the early years age range.

The childminder is a member of the National Childminding Association (NCMA) and works in partnership with parents, carers and other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time with the childminder, who recognises them all as individuals and provides care and learning opportunities that meets their individual needs. They make satisfactory progress in their learning and development because the childminder continues to develop her understanding of the Early Years Foundation Stage (EYFS) requirements. Effective safeguarding procedures ensure children are fully protected from harm or neglect and the written risk assessment shows that overall, active steps are taken to minimise potential hazards and reduce the risk of accidents. The childminder has not yet started to use self-evaluation to her strength's and areas for development, however, she demonstrates a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a clear understanding of role and responsibility with particular regard to the complaints procedure
- develop the use of self-evaluation to clearly identify strengths and priorities for development to improve outcomes for all children and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the childminder has a secure understanding of her responsibilities in protecting them from harm or neglect. She has recently attended updated training and has relevant documentation in place to support her to carry out procedures effectively, such as a written safeguarding procedure and Local Safeguarding Children Board guidelines. The detailed risk assessment that includes indoors, outdoors and regular outings shows that suitable measures are in place to keep children safe. For example, suitable fire safety equipment is in place and harmful cleaning materials are out of children's reach. Effective vetting procedures ensure household members are suitable to have regular contact with young children and children are well supervised at all times. As a result, they are well protected from harm or neglect.

Most required records, policies and procedures are in place and inclusive for all who attend. The childminder keeps a daily record of children's attendance and written contracts with parents clearly set out expectations of each other. She is unclear of her responsibilities with regard to the complaints procedure which does not effectively promote children's welfare. The childminder has friendly relationships with parents where feedback is shared daily which provides them with useful information on how well their children are achieving, their well-being and development. This helps to ensure continuous and consistent care for children and ensures that parents' wishes are valued and respected. Parents are provided with copies of the childminder's written policies and procedures which reinforces what they can expect of her such as behaviour management, health and safety and equality of opportunity. The childminder obtains some information about children's preferences, interests and starting points in their learning and their records are readily accessible for parents to view and contribute to at all times. The childminder understands the importance of working in partnership with other providers who deliver the Early Years Foundation Stage, however, she does not always address her concerns fully, to ensure progression and continuity in the care and learning of children who have additional needs.

Although she has not carried out a self-evaluation, the childminder demonstrates a sound capacity to maintain continuous improvement. She has met all actions and recommendations from the last inspection, has some clearly identified targets set for future improvement, and has attended some training to support her to develop her professional skills and knowledge. She is well supported by local authority advisors and regularly revisits the EYFS guidance as a tool to develop her practice. Consequently, outcomes for children are continually improving.

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

Children are cared for in a homely environment where they feel welcome. They share friendly relationships with the childminder who knows them well and spends her time playing with and talking to them consistently during their time with her.

The childminder gives children frequent praise, support and encouragement and maintains regular daily routines which helps them feel secure, increases their confidence and effectively promotes a positive self-esteem. The calm, clear explanations given help children understand what is expected of them and they have many opportunities to make choices about how they spend their time. As a result, they are developing the habits and behaviour appropriate to good learners, recognising their own needs and those of others. They understand the importance of holding hands during the walk to nursery and learn about road safety as they take turns to press the button at the pelican crossing.

Children's good health is promoted well. They adopt healthy practices that effectively reduces the risk of cross infection such as washing their hands at appropriate times and disposing of used tissues hygienically and the childminder maintains good hygiene standards as part of daily routines. The childminder obtains useful information about children's medical and dietary requirements from parents and uses the information to provide care and nutritious meals and snacks that contribute to children's healthy growth and development. The childminder holds a current first aid qualification and has a well-stocked first aid kit that ensures children receive appropriate care in the event of minor accidents or illness. Children enjoy regular activities that helps to develop their physical skills and overall fitness. They walk to nursery daily, use the large apparatus in the local park and play football in the garden. This helps children develop increased control of their bodies and improve their coordination.

The childminder continues to develop her understanding of the EYFS framework and promotes children's welfare, learning and development with increasing confidence. She uses sensitive observations linked to the development matters, as set out in the EYFS practice guidance, to monitor individual children's progress towards the early learning goals, identify the next steps in their learning and to plan activities based on their interests to builds on skills they already have. Children have many opportunities to develop their skills for the future. They have equal access to all activities and resources and are all supported according to their individual needs. Children count spontaneously and solve simple problems as part of every day activities. For example, they build a set of stairs and tell the childminder they are building stairs like the ones in her house. They count how many steps they have built when the childminder tells them she has 14 steps in her house and understand they need 'lots more' to make 14. Children's records show they start to understand simple calculation. They count the crisps placed on their fingers and talk about having one less when they eat one. They learn to recognise numbers during games where they find the number on the childminder's front door during walks and within the home. This shows children use mathematical language correctly to describe and are gaining a good understanding of numbers as labels and for counting. Children are gaining confidence in communication, language and literacy. They confidently sound out the first letter of their own, each others and the childminder's name and happily engage in friendly conversation where they take turns to listen to each other and follow instructions from the childminder. They enjoy mark-making activities and records show they are starting to form some letters correctly. Children explore a variety of textures during craft activities where they design and make cards, pictures and

collages using glitter, glue and sticky paper shapes. Children use their imagination well during role play. They make a bus out of a large cardboard box and play going on a bus journey. Photographs show children play the instruments as they sing simple songs and move their bodies to music.

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	3
The effectiveness of safeguarding	3
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	3

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	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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of the procedure to be followed in relation to complaints which relate to the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints: also applies to the voluntary part of the Childcare Register) 05/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 05/02/2010