

## Inspection report for early years provision

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<b>Unique reference number</b>	260801
<b>Inspection date</b>	05/11/2010
<b>Inspector</b>	Kate Bryan
<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 in Northampton with her husband and two children, aged 11 and six years. Within the home children have access to the lounge, playroom, toilet and kitchen on the ground floor and a bedroom and bathroom on the first floor. Children also have access to an enclosed garden. The childminder has a dog.

The childminder is registered on the early years and childcare register to care for four children under eight and there are currently three children on roll, all of whom are in the early year's age range.

The childminder regularly attends carer and toddler groups.

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

Overall the quality of the provision is good.

Children are valued and feel included at the home because the childminder understands their individual needs. She works closely with parents so she can respond quickly to any changing care needs although systems are not yet in place to work with others who deliver the Early Years Foundation Stage to children. All children make good progress in their learning and development and children can make choices from a good range of resources. All required policies and procedures are in place and the childminder understands how to use self-evaluation well to further her practice. A recommendation made at the last inspection has been implemented.

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

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

- ensure that children's starting points are linked to the areas of learning
- develop systems to work with other practitioners who deliver the Early Years Foundation Stage to children.

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

The childminder is clear about her responsibility to safeguard children, a policy is also in place which parents have read so they understand how their children will be protected from harm. Clear procedures are in place to report any concerns to the appropriate authorities. All adults at the home have been checked and children are never left with people who have not been cleared. Visitors to the home sign a visitor's book which further enhances measures in place to protect children.

The childminder has a good range of measures in place to keep children safe. For example, socket covers and stairgates, and she ensures she is always in the kitchen and garden with children so their safety is well maintained. On outings the childminder also talks to children about road safety and she makes this into a game so children learn through fun activities. The childminder also explains hazards in the home to children, such as jumping on furniture, so they learn to be responsible for their own safety well. A comprehensive risk assessment underpins practice and this includes daily equipment checks to ensure resources are safe for children to use.

Parents receive a useful range of information from the childminder. For example, all required policies and procedures are in place and parents have read through these so they understand how their children will be cared for. Each child has a daily diary, which parents can also comment in, and children take home their work so parents can share in their achievements. Parents comment that the childminder is delivering a good service which children benefit from. However, systems are not yet in place to work with others who deliver the Early Years Foundation Stage to children which means children are not looked after as effectively as possible.

The childminder has completed a range of training which includes first aid, safeguarding, food hygiene, behaviour management and equality and this demonstrates her good commitment to developing her service to children. She also holds a Level 3 childcare qualification. The childminder uses self-evaluation well to identify areas for continuous improvement, such as obtaining a higher level qualification in childcare.

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

The childminder has a good understanding of the Early Years Foundation Stage and has attended training in this area. She can therefore effectively plan activities for children. Good observations and photos clearly show children enjoy a range of activities and the childminder has identified the next steps in children's learning to help them make progress. Each child has a 'Learning Journey' which is shared with parents. However, starting points are not linked to the areas of learning so children's progress is not promoted as effectively as possible.

The childminder has made good use of her home to provide children with the freedom to explore their surroundings. A designated playroom offers children lots of opportunities to make choices about what they would like to play with. For example, children look at books and play with a small world kitchen. The playroom has a small table and chairs so children can work at their own height in safety. Children also enjoy mark making and were delighted with the praise and stickers they received for shapes they had drawn. The childminder engages children in lots of talk and they are clearly settled and happy to involve her in their play. For example, as they push dolls in pushchairs around the house.

Children enjoy being outside and they spend time walking the dog and going to a

local park which has large equipment, such as climbing frames and swings, which offer them physical challenges. The childminder helps children to develop a good awareness of the wider world as she acknowledges a range of festivals. She has also thought about how to help children with English as an additional language feel settled by using key words and cards to help them make choices.

The childminder is beginning to make children aware of the natural world as they collect leaves and talk about nature. They also recycle cardboard which helps them to understand about caring for their environment. Children enjoy shape sorting and threading bobbins which helps them to recognise patterns and they are involved in routine counting, for example, as they climb the stairs, which promotes their awareness of numbers well.

Children behave well and happily play alongside each other. The childminder has a clear awareness of using simple house rules, such as sharing, which children can understand and therefore they know what is expected of them.

Children learn about being healthy because the childminder explains to them about germs and how to prevent these from spreading. Liquid soap and paper towels are used to prevent cross-contamination well and there is also hand gel for younger children. The childminder provides home cooked, nutritious meals and snacks, such as fruit. Children also have access to drinks at all times so their needs are met well.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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