

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY294938
<b>Inspection date</b>	07/12/2010
<b>Inspector</b>	Alex Brouder
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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 2004. She lives with husband and three children aged 11 years, six years and six-months-old in Moulton, Northamptonshire. Their home is within walking distance of the local school, shops and recreation grounds. The whole of the ground floor is accessible to minded children, with an accessible toilet and hand washing facilities available within these areas. There is a large enclosed rear garden which is available for outdoor play. The family has two guinea pigs.

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 under eight years at any one time, including two in the early years age range. Currently there are five children on roll, of whom one is in the early years age group.

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 outstanding.

A warm, safe and stimulating environment is created and children are happy and thrive during their time in the setting. The childminder's knowledge of the Early Years Foundation Stage is excellent ensuring that activities are planned to reflect all children's individual needs. The partnerships with parents and other providers delivering the Early Years Foundation Stage are a key strength and are significant in making sure the needs of all children are very well met. The inclusion of all children is of high priority. Systems for self-evaluation are excellent and the childminder successfully identifies her strengths and areas for development to ensure that she continually improves outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- extending the opportunities for children to further value and recognise diversity through play, with particular regard to other cultures and lifestyles.

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

Comprehensive policies and procedures are in place to ensure that all aspects of children's care, learning and welfare are fully supported. Excellent systems are in place to ensure children are safeguarded. For example, an accurate daily register showing clear times of arrival and departure of all children and adults. In addition,

vigilant systems are in place to ensure that children are supervised at all times. The childminder has a thorough understanding of safeguarding procedures and shares the Northamptonshire Safeguarding Children Board procedures effectively with all parents, ensuring they are fully informed and aware of the procedures in place should she have a concern for a child's welfare. In addition to this, she has completed up-to-date training within this area and reviews her policy each year to ensure that it is in excellent order. Robust risk assessments are in place which take account of any potential hazards that children may be exposed to, showing how these have been minimised to ensure that children remain safe indoors, in the garden and on outings.

Outstanding partnerships with parents and carers are in place, which help children to settle and enjoy their time with the childminder. Parents and carers are extremely well informed of their child's achievements and the progress they make in the childminder's care and within other settings that offer the Early Years Foundation Stage, ensuring that children reach their full potential and have all of their needs identified and met. Excellent systems are in place to record information on children's care, learning and welfare before children begin enabling the childminder to provide an environment tailored to children's individual needs. Parents' views are sought via verbal and written methods enabling them to comment on how well they feel their children's needs are being met and any areas they feel could be improved upon. This information is then used to make any necessary changes to the childminder's provision, ensuring that the needs of all are fully supported within the setting. In addition, children's views are also sought through questionnaires, enabling them to have a voice at the setting, thus supporting inclusion. Excellent links have been established with other professionals involved in the care and education of children, which successfully promotes their learning, development and play.

Purposeful records are in place to show how children are learning which is supported by clear observations. This information is presented within a 'learning journey' identifying children's individual progress towards the Early Years Foundation Stage. In addition to this, information on children's progress and development within the school setting is obtained and included in children's files to ensure that parents are able to view children's all-round development. All this information helps the childminder to plan extremely well for children's learning and development. Excellent systems are in place to ensure that the childminder continually reviews her practice using the Ofsted self-evaluation form, which enables her to fully reflect on what she does well and address any potential areas for improvement. Parents' questionnaires clearly show how much they value the committed and caring service that the childminder offers their children. One recommendation was raised at the previous inspection, to ensure children have access to a variety of resources to encourage them to learn about disability. This has been successfully addressed by the childminder to support children's understanding within this area.

All children are fully included at the setting and the childminder respects all those who attend. She works hard to reflect the diverse society in which children live in, through the play and resources that are on offer to children, although these are not always displayed in ways that may fully appeal to children's play. In discussion,

the childminder explains how she ensures 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 quality and standards of the early years provision and outcomes for children**

The childminder demonstrates enthusiasm and natural flare in helping and guiding children in her care to reach their full potential. Her understanding and knowledge of the Early Years Foundation Stage enables her to plan a challenging and individualised learning environment for all children. In view of this, children are able to access a very good range of toys and activities that reflect their interests in both adult-led and child-initiated play. Space is used very well to enable children to make choices in their play from the extensive range of resources on offer and to play in safety and freedom. For example, a mixed age group of children wished to play with the cars on the lounge floor, whereas another child wished to use the hammer beads. All children were able to complete their desired activity due to the good organisation of areas. Children gain a good sense of belonging as examples of their work are displayed in accessible areas.

Children really enjoy their time at the setting and make outstanding progress in their learning through a balance of activities which cover the six areas of learning. They settle quickly and easily within the home and have formed excellent relationships with their peers and the childminder. Children's health is positively promoted as they have access to a range of healthy and well-balanced snacks, such as fruit, crackers and toast and maintain their own hydration as they have free access to water at all times. In addition, their skills within personal hygiene develop as they wash their hands before eating food and after messy play. Children remain safe as effective security systems and simple house rules are promoted. All children have taken part in the emergency evacuation drill and the childminder records the success of these in terms of how long it took children to get out of the house and any contraindications that may arise from it. For example, during the last drill one child became frightened by the experience. This led to the childminder talking to all children about the reason for doing this and under what circumstances this may occur, helping the child to be more fully informed.

Children behave very well and play harmoniously together in all that they do. They understand the 'house rules' and are observed to share and take turns as they take part in a games contest. Any times of conflict are dealt with speedily and easily by the childminder and the children listen to and respect her views. Children are very independent and show this by taking themselves to the toilet, helping themselves to drinks and snacks and choosing what they want to do from the excellent range of resources on offer. Children's language skills are very good and they speak confidently to the childminder, their peers and visitors, showing curiosity as they question the inspector, asking, 'what are you typing?' and 'why are you here?'. They have many opportunities to practise their mark-making as they create their

own pictures and cards as well as engaging in activities that develop their small muscle skills.

Children learn to problem solve as they skilfully work out which monkey to hang on the tree in a game, trying to balance it appropriately so that it will not fall and end the game. The childminder reinforces mathematical language in all that children do, asking them what shape things are, how many items they have and how they will make items fit into a space, increasing children's knowledge and understanding of number, shape and space. Children's knowledge and understanding of the world is good as they explore festivals, such as Diwali and Christmas and have many toys available to them that reflect the wider world. They partake in regular walks and outings in the community, particularly during school holidays, to enable them to explore their locality and look at the changing seasons, taking part in activities on their return with items that they may have collected. Their imagination is excellent and they have access to many toys and resources to promote this area well, such as dressing-up clothes, small world equipment, games and messy play.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----