

## Inspection report for early years provision

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<b>Unique reference number</b>	EY273838
<b>Inspection date</b>	12/01/2011
<b>Inspector</b>	Anne Archer
<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.

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 her partner and two children aged 10 years and six years in Wellingborough, Northamptonshire. The ground floor rooms are used for childminding purposes. There is an enclosed garden available for outdoor play. The family has a small dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to five children under eight years including two children in the early years age group. She currently minds two early years children and four children of school age. All are part-time arrangements. The childminder is a member of the National Childminding Association and the local authority's Quality Assurance programme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their play and learning and their welfare is well promoted. Safeguarding systems are mostly thorough and partnerships with parents and with other providers of the Early Years Foundation Stage are established and effective. The childminder knows the children well and works hard to meet their individual needs. The childminder's ongoing self-reflection and completion of the recommendations made in the last inspection report show the capacity to make continuous improvement is good.

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

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

- ensure that records of medicines administered to children include the child's name and the date and time of administration (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).
- 02/02/2011

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

- consider how the observation and assessment system may be used to provide more regular evaluation of children's progress.

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

Children's welfare is effectively safeguarded because the childminder has a good understanding of her responsibilities in relation to child protection and to keeping

children safe. She is confident in her knowledge and understanding of potential concerns and in her ability to respond by following Local Safeguarding Children Board guidance. The childminder ensures that Ofsted is informed of any changes likely to affect her registration to ensure that checks are carried out. Visitors are asked for identification and are not left alone with children. However, a few medication records are not maintained as required.

Policies and procedures have been devised to reflect the childminder's practice and are reviewed and updated when anything changes. Risk assessments are conducted on the childminder's home, garden and on outing venues prior to the first visit to ensure children are kept safe. The childminder also carries out daily checks to make sure that any potential hazards are minimised before children arrive or start to play with a particular piece of equipment.

The childminder helps children learn to keep themselves safe and to negotiate risk without impeding their developing independence. For instance, as she reminds children not to run on the wooden floors in their stocking feet. She takes effective steps to promote children's good health and well-being and has very clear procedures to prevent the spread of infection and to care for children if they become ill. The childminder holds a current paediatric first aid certificate and has a first aid kit readily available. The childminder is familiar with children's dietary needs and works closely with parents to encourage children to adopt healthy eating patterns.

The effectiveness with which the childminder promotes equality and diversity is good. She has a thorough knowledge of each child's welfare and developmental needs including their culture, beliefs and ethnicity. She has established a clear system for observing, assessing and planning for children's learning needs. She provides adult-led activities and opportunities for child-initiated play which take into account children's starting points and capabilities. However, assessment records are updated infrequently and so do not provide a true reflection of each child's progress towards the early learning goals.

Behaviour management strategies take account of children's maturity and level of understanding, are consistent and have a positive effect on children's learning. The childminder's engagement with parents and carers is good. Recent quality assurance questionnaires show that parents are satisfied with their arrangements. Parents are well informed of their child's achievements, well-being and development through daily conversations and a daily diary, to which they contribute.

Well planned systems are in place to ensure that partnerships with other providers of the Early Years Foundation Stage are effective although not in use at the moment because the childminder is not sharing a child's care at present. The childminder has moved premises since the last inspection. They are suitable and safe for purpose and the childminder strives to maintain a stimulating and supportive environment in which children do well. Resources are suitable for the stage of development and interests of the children and are well maintained.

The childminder has completed all recommendations made at the last inspection, is

constantly reviewing her practice and attends training when it is available. This commitment shows that her capacity to maintain continuous improvement is good.

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

Children are well settled, content and readily take part in activities and play with a range of suitable toys. Activities reflect the interests and learning needs of the children. The childminder makes observations of the children while they play and uses this information to provide activities she knows they will enjoy and which challenge them and so help them to make good progress.

Children learn the importance of safety and adopting healthy lifestyles through daily routines, such as washing their hands before snack and putting their hands over their mouths when they cough. They know they must put on their shoes and wear appropriate clothing when playing outside. Children take part in regular emergency evacuation practises and are becoming aware of the reason for this.

Children enjoy the childminder's attention and show by their behaviour and mannerisms that they feel safe in her care. They show by their actions that they understand the childminder's house rules, such as tidying away to make space for other toys. They behave well under the childminder's consistent and supportive approach.

Children enjoy following the pictures as they listen to short stories. They learn to problem solve as they identify and stack shapes and complete simple puzzles. They help the childminder count the number of envelopes that the postman delivers to the house. Children enjoy imaginary play with the toy kitchen as they fetch a glass of water for the childminder. Children are taken on a variety of outings to improve their knowledge and understanding of the world and to develop their socialising skills, such as a visit to a local temple during Diwali.

Children have opportunities throughout the day to play outside and also go to local parks where they can develop their skills on the play apparatus. Children develop skills for the future as they make progress in communication, numeracy and reasoning during their play and when they respond to the childminder's questions throughout the day.

## 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	2
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:

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:

- take action as specified in the Early Years Register section of the report (Records to be kept) (also applies to the voluntary part of the Childcare Register). 02/02/2011

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 Early Years Register section of the report (Records to be kept) (also applies to the compulsory part of the Childcare Register). 02/02/2011