

## Inspection report for early years provision

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<b>Unique reference number</b>	EY410413
<b>Inspection date</b>	15/12/2010
<b>Inspector</b>	Sarah Measures
<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 2010. She lives with her husband and children aged seven and four years in the town of Thrapston, Northamptonshire. The childminder's home is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. Toilet facilities are provided on the ground floor and sleeping facilities are provided on the first floor. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She has links with local schools and pre-school groups.

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

Overall the quality of the provision is good.

Good policies and procedures underpin the effective running of the provision. Children are valued as individuals by the childminder who works well with parents in order to understand and meet their individual needs. The childminder has established good systems of self-reflection. She has clear aims to offer children high quality care and education. She has developed effective methods of monitoring the quality of the provision and actively seeks new ideas to continually improve upon the experiences for children.

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

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

- develop further the two-way flow of information between providers
- make sure that risk assessments identify all hazards to children.

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

Children are effectively safeguarded by the childminder's policies and procedures. The childminder has a good understanding of the possible indicators of abuse, and she knows how to refer any concerns she may have in line with Local Safeguarding Children Board procedures. She shares information with parents as to how to make a complaint, including details of how to contact Ofsted as the regulator. This promotes a safe and transparent provision for parents and children. Secure procedures make sure that children are safely collected by appropriately identified persons. The setting is well organised and children enjoy a range of learning and development opportunities in and out of the home. The childminder makes good use of facilities within the local area in order to vary children's experiences and to enable them to learn about their community. The childminder organises her home

so that it is welcoming to children who use safe and developmentally appropriate toys and equipment. She conducts risk assessments across the provision, and she generally has a very good understanding of safety issues and how to minimise potential hazards to children. She has risk assessed children's use of the garden. She is aware of potential risks to children when using the large trampoline, and she has taken steps to make sure children are safe. However, she has not checked that her risk assessments comply with the stipulations of the manufacturers in order to be fully confident that they are safe and effective.

Good policies and procedures promote an inclusive provision for children. The childminder plans and provides a positive learning environment for children that reflects a diverse society. This helps children to learn to value and appreciate those that are different from themselves. The childminder's systems of assessing children mean she is able to identify any difficulties with children's development in order to seek any necessary help and support. The childminder works closely with parents and as a result has a good understanding of children's individual needs. She shares a good range of policy information with parents in order to make sure they are well informed. She gives parents daily feedback as to children's progress and routines in order to promote continuity of children's care. She shares good information with parents regarding children's progress towards the early learning goals. For example, she completes a written summary of children's progress across each area of learning in order for parents to be able to encourage and support children further at home. However, she has not yet established a system to share this information with other settings that children attend that also deliver the Early Years Foundation Stage. This does not enable all involved to plan comprehensively to support children's individual progress within the Early Years Foundation Stage framework.

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

Children are confident and relaxed in the setting. The childminder interacts with them in a warm and friendly way. Children take part in a good variety of purposeful activities in and out of the home that promote all areas of their development. They make good progress towards the early learning goals because the childminder uses her observations to assess their progress and to plan for the next steps in their development. Children visit local childminding and toddler groups in order to vary their experiences and to gain important opportunities to socialise with others. Young children experiment and explore with a range of developmentally appropriate activities and toys. They develop early writing skills as they make marks in 'gloop'. They enjoy sharing books and stories with the childminder. They use good quality toys that help them to start to understand numbers, colours and shapes. Children use their imagination and make sense of real life situations as they use a variety of role play equipment. Boys and girls choose from all of the activities. The childminder makes a lot of effort to plan opportunities for children that they will enjoy. For example, children enjoyed an outing to the beach that they may not otherwise have experienced. Children learn

about different cultures and ways of life. For example, they dress up in flamenco dresses in order to dance and play.

Children make healthy choices at meal and snack times. They follow good personal hygiene routines and use their own colour-coded towels at the setting. They walk to school and visit the local parks and use the childminder's garden for outdoor play and exercise. They also use a range of equipment that helps to develop their physical skills and coordination. Children learn to be responsible and to protect themselves. For example, the childminder encourages older children to be aware of the needs of the younger children and not to use toys with small pieces when they are close by. Children learn about road safety as the childminder discusses safety issues with them and teaches them to be safe and responsible when they are out of the home. The childminder has developed a policy to reflect how she manages children's behaviour in positive ways. She gives children praise and encouragement and engages them in discussions that help them to reflect upon their actions and consider the consequences.

## 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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