

Inspection report for early years provision

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Inspector	ISP Inspection
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 2009. She lives with her husband and three children aged 12, five and four months in the village of Deanshanger, Northamptonshire. The childminder's home is close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding, including toilet and sleeping facilities. There is a fully enclosed garden for outdoor play. Access to the premises is via one shallow step.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and attends toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises a flexible daily routine to ensure children's individuality is recognised and that all children are fully included in the life of the setting. Consequently, children are well cared for and make good progress in their learning and development. Policies and procedures are effective and inclusive for those children who attend. Safeguarding procedures are secure. Partnerships with parents are positive and the childminder understands the importance of developing relationships with other providers and services to promote the children's learning and well-being. The childminder is currently implementing self-evaluation systems to drive forward improvements and maintain the quality of care offered to all children.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure that ongoing assessment is used to fully inform the planning and to identify future targets and challenges for all children
- continue the use of self-evaluation systems to drive forward improvements and maintain the quality of care offered to all children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. The childminder understands her role and duty to protect children from harm and has attended safeguarding children training. She has a good understanding of the indicator signs of abuse and is familiar with the procedures to follow to report concerns. A written policy and all relevant guidance documents are in place to support her practice. The childminder supervises the children well and has a good awareness of how to keep them safe. She carries out regular risk assessments of all aspects of her home and on outings. Safety equipment is used according to the age and needs of the children attending, for example, a safe barrier prevents children from accessing the stairs, and the front door and rear garden are secure. Consequently, children move around safely and independently. The childminder has up-to-date first aid knowledge. Clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. This ensures that children's health and well-being is well promoted.

The childminder holds an appropriate National Vocational Qualification. She attends regular training and is committed to the continual development of her practice. The childminder is beginning to use self-reflection to evaluate her provision, identifying strengths and areas for development. However, this is not sufficiently developed to demonstrate continuous improvement and the impact on children's welfare, learning and development. The childminder has acted on the actions and recommendations made at the last inspection. She has now attended training courses to develop her knowledge of the learning and development requirements and the record of the risk assessment now meets legal requirements. As a consequence, children benefit from the childminder's ongoing knowledge and understanding of child development and the principles of the Early Years Foundation Stage. All required records, policies and procedures are maintained and made accessible to parents, for example, a complaints procedure and a behaviour management policy. This ensures the safe and effective management of the provision. The childminder appropriately and actively promotes an environment of equality, diversity and respect where children receive attentive care. The accommodation is welcoming to children and their families. Good quality resources are accessible and effectively support children's learning and development. This enables children to take the initiative and become self sufficient in choosing activities and selecting resources for themselves.

The effectiveness of the childminder's engagement with parents and carers is good. Parents' views about their child's care needs and interests are sought. As a consequence, the childminder has a good knowledge of each child's background and needs and ensures that parental wishes are respected. Parents have access to the childminder's portfolio which contains a good range of information about the service provided. Verbal discussions are shared at drop-off and pick-up times and parents have regular opportunities to review their child's development record folder and are encouraged to contribute their comments. Positive written comments from parents' feedback questionnaires show they value the childminder and are happy with the service provided. Parents comment on the friendly,

homely atmosphere. The childminder understands the importance of working in partnership with other providers who deliver the Early Years Foundation Stage to ensure continuity and coherence by sharing information with each other and with the parents, although to date the childminder has not had to implement this in practice.

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

Children settle quickly in the friendly and relaxed family atmosphere. They are offered a variety of play opportunities that support them in making good progress towards the early learning goals in relation to their capabilities and stating points in their learning. The childminder records observations and takes photographs of the children's achievements and interests against the six areas of learning to plan their next steps. However, systems to evaluate this information against the development matters framework are not fully established. As a consequence, information is not always used effectively to inform the planning and to better identify future targets and challenges for children.

Children feel at home and enjoy their time in the childminder's care; relationships are warm and caring. The childminder takes the lead from the children, building on their ideas as they play. She is continuing develop her skills to ask appropriate questions which further encourage children to think and extend their learning. Children learn to take responsibility and are developing their independence, for example, they help to tidy away the resources and put their used tissues in the rubbish bin. Children interact and talk with growing confidence. They are developing their appreciation of books, looking at them independently as well as enjoying a story from the childminder. Through the provision of mark-making resources, children learn to communicate with marks. For example, children make marks on letters and post them in the post box to their family. Children are developing their early mathematical and problem-solving skills. They are encouraged to count, learn about volume and capacity as they fill beakers with water in the water tray, make puzzles and play games, such as dominos.

Children use their imaginations during art, music, dance and role play activities. For example, they pretend to make cups of tea and food for the dolls and handle small world resources. Children dance, sing songs and play musical instruments, such as the shakers. They paint and print pictures of monkeys, create hand prints and enjoy making cards. Children differentiate colours with growing confidence. They are learning to appreciate diversity and develop a positive view of society and the wider world. For example, children meet different individuals as they explore the local community and attend toddler groups. Children access resources such as books, dolls, puzzles and small world resources which positively reflect people of other races, cultures and abilities. This helps children to appreciate our similarities and differences as they play.

The garden, visits to the park and walks around the local community offer children regular access to the outdoors for fresh air and exercise which develops their

coordination, control and fitness. For example, children manoeuvre wheeled toys, push buggies, throw balls into the net and make a range of movements with the parachute. Children enjoy climbing and balancing on large scale apparatus in the park and older children bounce on the trampoline in the garden. They use a variety of tools and equipment safely and with growing confidence. For example, children use rolling pins to flatten the dough and tongs to pick up the pasta. This effectively promotes children's fine motor control and hand-eye coordination.

Children feel secure and at ease in the setting, developing a positive sense of themselves. They are developing an understanding of dangers and how to stay safe without being fearful. For example, children learn how to evacuate the premises in the event of a fire, how to cross the road safely, why it is dangerous to touch animals and not to talk to strangers. Children behave well and are polite. They receive praise and encouragement from the childminder which actively builds their confidence and self-esteem.

Children benefit from a clean, warm and comfortable environment. They learn about their personal care through daily routines. For example, pictorial signs remind older children to wash their hands after using the toilet. This is further promoted by the childminder who provides anti-bacterial soap and individual hand towels for the children. This helps to minimise any opportunities for cross-infection. Although children have meals which are provided by their parents, the childminder ensures that children learn about healthy eating. She encourages children to eat fruit as a snack and persuades them to drink regular fluids to ensure they remain hydrated and comfortable during 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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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