

Inspection report for early years provision

Unique reference number	EY358929
Inspection date	03/03/2011
Inspector	Susan Marriott

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.

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Description of the childminding

The childminder was registered in 2007. She lives with her partner and two children aged 16 years and five years in a house in the Grange Park area of Northampton. Care is provided on the ground floor, along with the front bedroom and bathroom on the first floor. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five 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 three children in the early years age group. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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 good.

Children are warmly welcomed into this homely environment where the childminder promotes most aspects of children's care and education in a suitably inclusive manner. Each child is valued as a unique individual and children make good progress in their learning and development, receiving a lot of individual attention. Generally effective observation and assessment systems are in place but these are not sufficiently linked to the Early Years Foundation Stage. The childminder builds strong relationships with parents to underpin children's welfare. However, she has not yet begun to use self-evaluation as an effective process for identifying strengths and priorities for development in her provision to support continuous improvement.

What steps need to be taken to improve provision further?

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

- link planning and assessment, and learning priorities to secure children's good progress towards the early learning goals, for example, through the use of the criteria in the Practice Guidance for the Early Years Foundation Stage
- develop self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is confident in her childcare practice and is well-organised, ensuring that she can devote her time and attention to the children so that they are happy and purposefully occupied. Children's welfare is properly safeguarded by the childminder who has a good knowledge of local safeguarding procedures and related issues. Relevant checks have been carried out on household members providing reassurance to parents that they are suitable to have regular contact

with young children. Comprehensive risk assessment is in place and effective action is taken to manage or eliminate risks for children. The childminder has devised a clear procedure for evacuating her home and this secures children's safety in an emergency situation. The childminding service is supported well by a mixture of written and verbal policies and procedures and all required written records.

The childminder's home is welcoming and resources are well-organised and accessible. The wide range of toys and activities stimulate their learning, growth and development. Children are able to easily access toys brought into the living room, or stored in the playroom, enabling them to make independent choices about their play. The childminder makes good use of community facilities such as various social groups to extend children's social skills. The childminder's good understanding of anti-discrimination means that she provides a service which is inclusive for all children and their families. She ensures that she understands each child's background, cultures and beliefs. The childminder plans activities to help young children understand that people have different needs, views, cultures and beliefs, which need to be treated with respect. The childminder has not yet established self-evaluation procedures to support the development of her practice and to drive and sustain continuous improvement.

The childminder has a good understanding of the importance of maintaining close links with other professionals involved with the children to promote consistent care. She talks with school staff at delivery and pick up times to this end. The childminder works well with parents in order to promote children's welfare and development. Parents are fully informed of the childminder's practice through daily discussions and her written policies. Written references show their high regard for the care that she provides. Parents report that they feel very comfortable when they leave their children with the childminder, knowing that they will be kept very busy with lots of different activities. They comment that their children are, 'always very clean, tidy and happy' when they pick them up. Parents declare that the childminder is a, 'very kind, patient and loving person and has general love and care for children'.

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

This childminder has a good knowledge of child development which she has developed over many years of raising and working with children. She treats children with warmth and kindness, nurturing their development through play. For example, children demonstrate that they feel safe and secure as they readily accept the visiting inspector and continue with their play. For example, children bang sensory bricks on the high chair table and show interest in the sequins and patterns on the bottom of them. Children happily settle for their mid-morning nap, although a visitor is present. They wake refreshed and the childminder engages them in play with age-appropriate toys. Children show delight in the freedom and changing perspectives that beginning to walk brings and are clearly excited by their own increasing mobility as they try to dance to the music playing in the

background.

She capably draws the learning from child-led interests and play, sustaining competent levels of interaction with the children which develops positive attitudes to learning. Photograph albums show children engaging in a wide range of activities. For example, children make Chinese lanterns for Chinese New Year, they enjoy cake making and demonstrate that they can count to five with ease as they count jelly sweets to go on the tops. They have made cardboard roll men using tissue paper for hair and pipe cleaners for arms. Children make Easter masks and Halloween decorations, play in sand, chase bubbles and pop them. They plant seeds to watch them grow, make pizza and play in the snow. Children's records show them in varying stages of looking after sunflowers throughout the summer, planting, caring, watering and comparing growth.

The childminder uses informal planning and assessment as a generally effective tool to help children learn and achieve. She uses her observations of children's learning to understand their current levels of achievement and plan activities accordingly. The childminder monitors children's progress and shares this information with parents. Annotated photographs provide a record of children's achievements and these are generally linked to the six areas of learning via a colour-coded sticker system. However, the childminder is not making sufficient use of the criteria in the Practice Guidance for the Early Years Foundation Stage in order to actively promote children's progress towards the early learning goals.

Children are becoming aware of healthy lifestyles and the relevance of hygiene practices. Children take part in a suitable range of activities that contribute to their good health and physical development. They have regular opportunities to play outside in the garden or at local play areas. This ensures they get plenty of exercise and fresh air. Ongoing discussions mean that young children understand the importance of daily practices, such as washing their hands before snacks and meals. Robust documentation is maintained relating to accidents, medication and incidents and clear procedures are in place, protecting the children's health and well-being. The children learn about keeping safe inside and outside of the home. Children's behaviour is managed very well and effective strategies ensure their social, physical and economic well-being are met.

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	2

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	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

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met