

Inspection report for early years provision

Unique reference number	260759
Inspection date	31/03/2011
Inspector	Melanie Eastwood
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 2001. She lives with her husband and two children aged 10 and six years in Moulton, Northamptonshire close to shops, schools, parks and public transport links. The whole of the ground floor except the study is used for childminding.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range and she is currently minding two children in this age group. She also provides care to children aged over five years to 10 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from the local school. She 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 very well developed knowledge of each child's unique needs makes sure that the childminder is highly successful in promoting children's care and learning. Children are very safe and secure and they thoroughly enjoy the childminder's sensitive and gentle interaction with them. The partnerships with parents and other providers delivering the Early Years Foundation Stage are a key strength and are significant in making sure that the needs of all children are met well. This means that children make rapid progress given their age, ability and starting points. The childminder has implemented effective informal procedures for self-evaluation and she is keen to develop these further to celebrate her strengths and to identify her priorities for future development.

What steps need to be taken to improve provision further?

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

- developing further the systems for observation and assessment to demonstrate that a balance of evidence is in place across the six areas of learning
- developing further the procedures for self-evaluation to continue to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has an extremely well-organised approach to her work and this enables her to give each child significant amounts of individual attention. She is a

skilled and experienced practitioner who clearly has the children's best interests at heart. She works very hard to promote their feelings of safety and security in her home. Children demonstrate clearly that they feel safe; they are very confident to move around between their chosen activities and are able to indicate to her the items and activities they want. They go to find their own coats and shoes when it is time to play outside. Safeguarding is given the highest priority. The childminder fully understands the importance of following the Local Safeguarding Children Board guidelines in the event of any concerns and all the adults in the household have the required clearances in place. Robust risk assessments that cover all aspects of the childminder's house, garden and the outings she involves the children in are in place and these written documents underpin her vigilance in maintaining children's safety and their close supervision. Older children enjoy taking part in activities where they get involved in the risk assessment. For example, they set up a 'fire' in a saucepan and make their own list of the procedures to follow for the evacuation procedure. Children thoroughly enjoy using the available space. The childminder has this organised to allow plenty of free choice of the resources, children can access art and craft materials, imaginative play materials and games as they wish. They enjoy using the garden. The childminder supervises younger children to be able to enjoy the swings and slide and the older children have access to a different area of the garden where they can set up dens. The children use their imaginations. For example, they use a pile of tiles to create a pattern on the ground and the childminder extends this by providing chalks. The children write numbers on the tiles and create their own game.

The childminder has worked hard to build highly effective working partnerships that contribute significantly to children's feelings of belonging and that promote consistency and a smooth transition. Parents and grandparents report very complimentary comments about their children's experiences with the childminder. She provides them with detailed verbal and written feedback about their daily routines and the activities they have enjoyed. This is through a communication book that is shared between their parents and the childminder each day and through detailed records containing the daily observations and ideas for the future planning for individual children. Parents have their own copies of the childminder's policies and procedures. This effective partnership extends to working with other providers of the Early Years Foundation Stage. She provides parents with a sheet to find out if any other providers are involved with their children and then she endeavours to work closely with them. For example, she discusses the planning and topics with the children's key worker and ensures a consistent approach through methods, such as, having behaviour charts in both provisions as well as at home.

The childminder currently has informal procedures in place to evaluate her provision. These procedures are effective and yet the childminder is keen to develop these further to ensure her setting continues to respond to the needs of the children. She constantly reviews her procedures to ensure they are efficient and take account of each child's needs. The childminder demonstrates a great capacity for continuous improvement. She has significantly increased her provision since the last inspection and made changes to her documentation following discussion with the inspector. She has identified and acted upon her own priorities

for the future. For example, she found last summer that the children could not find any mini beasts in her garden, so she introduced a log and stone pile to encourage these creatures for the children to find and investigate as part of her themes. She has sought the views of parents and children, who report highly complimentary comments and pictures about her commitment to the children and the lovely activities and opportunities she provides for them.

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

Children are very happy and relaxed in the childminder's home. They respond to her gentle yet enthusiastic interaction with them. She knows them very well and is able to anticipate their needs for changes to activities, rest and meals. Children are learning about managing their own personal hygiene. Older children are able to be independent in the bathroom where there is a poster showing children how to wash their hands effectively. The childminder follows effective routines to protect children from cross-infection. For example, she washes her hands before preparing food and between each nappy change. Parents provide the meals for their children. However, the childminder discusses children's dietary needs with their parents because she does offer some treats. For example, the children enjoy making hot chocolate after school in the winter and the childminder effectively manages dietary needs, such as, an intolerance to cow's milk by providing goat's milk. Each child is treated as an individual and with great respect. The childminder supports them to work together, to share and to respect each other. She has a heart shape on her fridge that has reminders for the children about thinking of what they say before they say it, such as, 'are your words kind, thoughtful' etc. the childminder reports that this is an effective tool in helping the children to remember how to speak to each other. She also uses a timer to assist children in taking turns. All the children can make decisions about their play and lots of resources are available in low-level boxes and shelves. Children are learning about the wider world. For example, the childminder has involved them in a theme about Japan. They enjoyed looking at the globe, doing some origami and looking at dual language books and artefacts from Japan.

The childminder carries out planning for the children's individual learning. She works to themes that are often linked to books and she always has an attractive display for the children to look at that is linked to the theme and this promotes lively discussion. For example, the current theme is 'Spring'. The childminder has daffodils in a vase that the children look closely at before painting still life pictures; she has sprigs of forsythia and books relating to the springtime. The childminder records detailed information that covers all aspects of the children's day including observations that are linked to the relevant areas of learning and clearly show their progression. Throughout each week the childminder evaluates her activity with each child and makes plans for the future activities that follow children's interests or relate to new themes suggested by them. The observations are recorded in chronological order and the childminder is yet to implement a system to ensure that she is gathering a balance of evidence across the six areas of learning. The children enjoy the childminder's creative and stimulating environment where they are all engaged in a great variety of activities that cover all six areas of learning

and promote their learning. The childminder's clear dedication and enthusiasm in her work towards the children contributes significantly to their feelings of belonging and well-being.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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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