

Inspection report for early years provision

Unique reference number	221362
Inspection date	21/03/2011
Inspector	Hazel White
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 1994. She lives in a village location between Northampton and Daventry with her husband. The whole of the ground floor and upstairs bathroom are used for childminding. The front garden is used for outdoor play. The family has two ducks.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children at any one time. Three may be in the early years age group. There are currently 13 children on roll and of these, six are aged under five years. With the exception of one, all attend part time.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children receive care that meets their individual needs. They have access to a suitable range of play opportunities which support their learning and development. The childminder has sound working relationships with parents and is beginning to develop effective partnerships with other early years settings. Systems for assessing children's progress and for reflecting on and evaluating her practise are in the early stages of development and do not yet effectively prioritise areas of improvement that impact on all children.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings to ensure consistency
- provide experiences and resources that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special needs and disabilities
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify 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

Children's welfare is appropriately promoted and safeguarded due to the childminder's clear knowledge and understanding of what to do if she is concerned about any of the children in her care. Guidelines, to refer to should the need arise, are readily available and the safeguarding policy is shared with parents. The childminder has conducted a risk assessment and carries out daily visual checks of the home which helps to ensure any risks to children are minimised.

The childminder's home is suitably organised so that children can play in comfort and have easy, independent access to most toys and resources. Children follow familiar daily routines which helps them to settle and feel at home. The childminder develops sound relationships with parents to ensure that she cares for their child in accordance with their wishes. Information about their care needs and interests are recorded and are beginning to be used as a basis on which to build the children's learning and development. Daily chats keep parents up to date with what their children have enjoyed during the day. Partnership working with other early years providers is beginning to be developed to help ensure consistency of care for the children. Ways in which to form these links are still being considered and therefore not yet fully effective.

Children of all abilities are fully included in play activities and those who have English as an additional language are encouraged to use their home language. However, resources, activities and experiences which challenge children's thinking and help them to embrace differences in gender, culture and disability are limited. The childminder welcomes the support of the local authority to keep her up to date with current childcare practice, demonstrating her commitment to further improvement. She has recently begun to evaluate her practice, this is a new process but she can see how this can help her to identify her strengths and any areas that she can further develop in the future.

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

Children are at ease in the childminder's care. They confidently access the resources and either settle to play independently, or respond well as the childminder joins in with their play to support their learning. The childminder has a growing knowledge of the Early Years Foundation Stage and how children learn and develop through play. They have access to a suitable range of resources and activities. Information is gathered about their starting points on which to base their learning. The childminder is beginning to make observations of the children at play to assess what they know and can do. However, this is a new process and is not yet fully embedded into her practice. Children's next steps of learning are not identified which may mean that they are not appropriately challenged.

Children are making satisfactory progress towards the early learning goals in relation to their starting points and capabilities. The childminder shares books and stories with them and they have opportunities to make marks on paper, paint pictures and design cards for special occasions. Children use some electronic toys giving them an understanding of information technology and how this is a part of our everyday lives. For example, they use tills and mobile phones in their pretend play. They also have fun pretending that they are going on holiday, using a row of chairs as the aeroplane. When playing hairdressers they decide on their own roles, such as who will be the hairdresser and who will be the customer. This supports their fantasy play well. Outdoor play in the garden helps promote children's physical development. They enjoy being active and run freely in the park.

Children are developing a healthy lifestyle. They are encouraged to learn personal hygiene routines from an early age, as they wash their hands after using the toilet and put used tissues into the bin. Snacks and meals are provided by their parents and appropriately stored until needed. Drinking water is readily available to keep children hydrated. They learn about keeping themselves safe through everyday routines. For example, they are gently reminded of the consequences of playing in the hearth and road safety is constantly discussed when they go for walks. Behaviour is managed in a clear and fair manner enabling children to learn boundaries and be clear of expectations. They are encouraged to play cooperatively together, sharing and taking turns. The childminder sets a good example to the children in her calm and consistent responses to any problems.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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