

Inspection report for early years provision

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Inspection date	06/04/2011
Inspector	Anne Archer
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, two adult and two teenaged children in the Ise Lodge area of Kettering, Northamptonshire. The ground floor rooms of the childminder's house are used for childminding and there is a fully enclosed garden for outdoor play. The family has pet cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Her husband and daughter work as her assistants on a part-time basis. The childminder is registered to care for six children under eight years including three in the early years age group when working alone. When working with an assistant she may care for up to 12 children under eight years including six in the early years age group including no more than two children under one year.

The childminder currently cares for 12 children in total including three in the early years age group. She cares for children with special educational needs and/or disabilities and for children for whom English is an additional language.

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 make good progress in their play and learning and their welfare is promoted well. Safeguarding systems are mostly thorough and partnerships with parents and others are well established and generally effective. The childminder knows the children well and works hard to meet their individual needs. The childminder's on-going self reflection and completion of the recommendation made in the last inspection report show that her capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that procedures are in place to deal with any allegations of abuse made against childminding assistants. (Safeguarding and promoting children's welfare)

27/04/2011

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

- develop further the observation and assessment systems to clearly show children's progress towards identified next steps towards the early learning goals
- encourage and enable parents to contribute to their child's ongoing assessment by regularly sharing what they know about their child.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded in all aspects apart from that the childminder has not updated her procedure for dealing with allegations of abuse since her husband and daughter became childminding assistants. Despite this, the childminder shows a good understanding of her responsibilities in relation to child protection. She is confident in her knowledge of potential concerns and in her ability to respond by following local Safeguarding Children Board guidance. The childminder ensures that visitors to her home are not left alone with minded children and she informs Ofsted of anything that is likely to affect her registration. Parents are informed of the childminder's complaints procedure and how they may make a complaint.

The childminder has a good understanding of how to keep children safe. She has completed a full risk assessment of her house and garden and updates this when anything changes. She carries out visual checks throughout the day to make sure that any potential hazards are minimised. The childminder helps children to learn how to keep themselves safe, such as, when they talk about road safety on the walk to and from pre-school and school.

The childminder effectively promotes children's good health and well-being. She has clear procedures for caring for children if they become unwell and to reduce the spread of infection. The childminder holds a current paediatric first aid certificate which she updates every three years and ensures she has a first aid kit with her at all times. She is familiar with children's dietary needs and works closely with parents to maintain children's feeding routines and encourage healthy eating patterns.

The effectiveness with which the childminder promotes equality and diversity is good. She has a thorough knowledge of each child's welfare and developmental needs and uses the information to settle the child into her setting and to provide for their individual needs. She observes children at play and uses this information to provide adult-led activities and appropriate resources and toys to encourage and support child initiated play taking account of children's starting points, capabilities and interests. However, achievement records do not always show children's progress towards previously identified next steps.

Behaviour management strategies take account of children's maturity and level of understanding, are used consistently by the childminder and her assistants and as a result have a positive effect on children's learning.

The effectiveness of the childminder's engagement with parents and carers is good overall. Policies and procedures are shared at the start of the arrangement and all necessary consents are obtained. Parents are kept well informed of their child's achievements, well-being and development through daily conversations, the completion of a daily diary and by regularly sharing of children's records of achievement. However, parents' comments and contributions to the assessment process are not routinely recorded to provide a complete picture of their child's development and progress.

Systems are in place to liaise with other providers of the Early Years Foundation Stage. The childminder shares with and receives information from the children's key workers to enable them both to have a better understanding of children's interests and progress towards the early learning goals.

The childminder's premises are suitable and safe for purpose and she strives to maintain a stimulating and supportive environment. Resources and toys are suitable for the stage of development and interests of the children and are well maintained.

The childminder attends regular training to refresh her knowledge and to extend her understanding of particular areas of interest. She also reflects on her practice by updating her self-evaluation periodically. This commitment shows that her capacity to maintain continuous improvement is good.

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

Children are well settled and content. They readily take part in activities planned by the childminder or happily play with toys that interest them. The childminder uses her observations of children at play to provide activities and toys she knows they will enjoy and which challenge them and so help them to make good progress towards the early learning goals.

Children learn the importance of safety and of adopting healthy lifestyles through daily routines. They know they must put on their shoes before playing outside and are learning that to prevent germs getting on to their food, which may make them feel ill, they must wash their hands before eating. Children strap their dollies into the buggy before taking them for a walk showing that they understand how to keep them safe.

Children enjoy the childminder's and her assistants' attention and show by their behaviour and mannerisms that they feel safe in their care. Children behave well under their consistent and supportive approach. Children develop skills for the future as they make progress in communication, problem solving and reasoning during their play and as they respond to the childminder's questions throughout the day.

Children learn caring skills as they help the childminder put biscuits out for her cat.

They enjoy making sounds with the different musical instruments and dressing up as an angel. They play outdoors in the childminder's garden where there is a varied range of toys and equipment for them to use to develop physical skills, such as, balancing, jumping and pedalling. Children visit local parks to feed the ducks and birds and attend childminder support groups where they make friends and play with other minded children.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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