

Inspection report for early years provision

Unique reference number	EY348500
Inspection date	06/04/2011
Inspector	Ann Austen
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 2007 and works with a co-childminder. She lives with her husband and two children aged six and four years in the town of Rushden, Northamptonshire. The childminder's home is close to shops, parks, schools and public transport links. The whole ground floor of the childminder's house is used for childcare purposes, including toilet and sleeping facilities. There is a fully-enclosed garden for outdoor play.

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 and when working with an assistant the childminder may care for a maximum of six children of whom no more than five may be in the early years age range. She is currently minding seven children in this age group whose times vary. The childminder also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local nursery, pre-school and school. She attends several toddler groups on a regular basis. The childminder is an accredited childminder and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, caring child-friendly environment. As a consequence children are happy, settled and feel welcomed and included within the childminder's care. The conditions of registration and all policies and procedures are generally adhered to. Partnerships with parents are positive. The childminder is aware of her responsibility to ensure she works in partnership with other professionals and providers in order for children to receive a co-ordinated service. She has begun to implement systems to enable her to evaluate the provision.

What steps need to be taken to improve provision further?

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

- ensure a daily record of the names of the children looked after on the premises includes their hours of attendance (Documentation)(also applies to both parts of the Childcare Register).
- 06/04/2011

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

- develop further systems to ensure that reflective practice continues to identify strengths and priorities for development and that the targets set to achieve continual improvement are effectively implemented.

The effectiveness of leadership and management of the early years provision

The childminder understands how to safeguard children and what appropriate action should be taken if she has concerns about a child in her care. For example, the childminder understands 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 taken positive steps to minimise potential hazards. She undertakes daily visual checks and maintains clear written assessments of her premises and resources. Clear arrangements are in place if children become sick in the childminder's care, for the recording and monitoring of any accidents and the safe administration of medicines. As a consequence children's health and well-being is successfully promoted.

Written records policies and procedures are maintained and reviewed annually. However, on one occasion during the week the childminder is caring for more children than her conditions of registration allow. This is an offence. However, the childminder has taken immediate steps to rectify this and on this occasion Ofsted does not intend to take further action. A daily record of the names of the children looked after is maintained. However, the arrival times for some children were not recorded on the day of the inspection. This is a specific legal requirement and was a recommendation at the last inspection. The childminder has begun to reflect on her practice through the use of self-evaluation although to date, areas for improvement are still to be implemented in practice, for example, providing more natural, tactile experiences for younger children.

The childminder ensures that every child is valued as a unique individual where they receive attentive care and opportunities to learn through play. 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 childminder develops good relationships with all parents and carers. Parents comment positively on the friendly, home from home environment. The childminder spends time talking to the parents and gathering information before each child is cared for. This enables her to find out about the child's care needs and their individual interests and abilities. Parents have access to the childminder's portfolio which contains a good range of information about the service provided. They receive daily verbal feedback and have access to their child's individual developmental record folder which contains written information, photographs and examples of art work. Parents are encouraged to contribute their comments.

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

Children settle quickly in the friendly and relaxed family atmosphere. The childminder observes and makes assessments of the children's learning and development using the Early Years Foundation Stage guidance document to plan children's next steps. She takes the lead from the children building on their ideas as they play. The childminder is continuing to develop her skills to ask appropriate questions to further encourage children to think and extend their learning. Relationships are warm and caring.

Children are happy and have fun in the company of their friends. They learn to take responsibility and are developing their independence; for example, they learn to dress themselves for outdoor play and help to tidy away the resources. Babies and younger children are beginning to distinguish sounds and attach meaning to them. These activities include conversation, tone of voice, singing and musical activities. Children are developing their appreciation of books, looking at those independently as well as enjoying a story from the childminder. They make marks as they draw, chalk and paint. Children are learning to count and solve simple number problems. For example, they complete puzzles, learn to recognise different shapes, and fill different sized containers with water to learn about volume and capacity.

Children show curiosity as they observe worms in the garden and look at the flowers through the magnifying glass. They learn how ingredients change during baking activities and plant bulbs and sunflower seeds to learn about growth. Children enjoy regular outings such as trips to the farm and country park which broadens their range of experiences and helps them to learn about the world around them. They are developing an awareness of their own and differing cultures through accessing toys and books that show positive images of culture, ethnicity, gender and disability. This helps young children to appreciate our similarities and differences as they play. Children differentiate colours with growing confidence and enjoy singing, dancing and creative art activities such as hand painting.

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 helps develop their coordination, control and fitness. For example, children have fun as they manoeuvre wheeled toys, push buggies and catch and throw balls. Children have access to larger, more challenging apparatus in the park. They put shapes into shape sorters, hold the chalks and build with the bricks. This promotes children's fine motor skills and hand-to-eye coordination effectively.

Consistent routines and good adult interactions help young children to feel secure and develop a strong sense of security and confidence. They are beginning to develop an understanding of dangers and how to stay safe, for example, they learn how to cross the road safely, not to talk to strangers and how to handle tools such as scissors safely. Children respond to the childminder's appropriate behaviour-management strategies that take into account their age and stage of

development. They are learning to play harmoniously together, to share and take turns.

Children are cared for in a clean home and good personal hygiene habits are actively promoted to help minimise any opportunities for cross-infection. For example, children are encouraged to wash their hands before snack and the childminder has secure procedures in place when changing younger children's nappies. Children's individual dietary needs are acknowledged and met because the childminder takes account of the wishes of parents as she discusses dietary requirements with them. Although children have meals which are provided by their parents, the childminder tries to ensure that children learn about healthy eating and she encourages them to eat fruit as a snack and to take regular drinks. On a sunny day children enjoy eating their snack in the garden. This is a social occasion where the children enjoy their food and each other's company.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Documentation) (also applies to the voluntary part of the Childcare Register). 06/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Documentation) (also applies to the compulsory part of the Childcare Register) 06/04/2011