

## Inspection report for early years provision

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<b>Unique reference number</b>	220399
<b>Inspection date</b>	14/04/2011
<b>Inspector</b>	Ann Austen

<b>Type of setting</b>	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 1988. She lives with her husband 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. Toilet and sleeping facilities are provided on the first floor. There is a fully enclosed garden for outdoor play. The childminder has a pet hamster.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant the childminder may care for a maximum of eight children under eight years at any one time, of whom no more than six may be in the early years age range. The childminder is currently minding five children in this age group. She 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 school and attends toddler groups on a regular basis. She is a member of an approved childminding network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and inclusive environment. They are well cared for and make good progress towards the early learning goals. Policies and procedures are effective and the safeguarding of children is given high priority. Self-evaluation is used to evaluate practice and to identify areas for improvement. Partnerships with parents are extremely positive and the childminder understands the significance of developing relationships with other providers and services to promote integrated care and education for all children.

## **What steps need to be taken to improve provision further?**

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

- develop further systems to ensure that ongoing assessment is used to fully identify learning priorities and to track children's progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a comprehensive awareness and fully understands her role and responsibility with regard to protecting the children in her care from abuse and

neglect. She is fully conversant with the indicator signs of abuse and the procedures to follow to report concerns. The childminder attends regular safeguarding training and policies and procedures are in place to support her practice. She ensures that children's health and well-being is very well promoted. The childminder has up-to-date first aid knowledge and clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. Children clearly know that the childminder will help them if they are hurt or feel unwell. Risks of accidental injury are minimised during indoor and outdoor activities because the childminder supervises the children very well and carries out careful risk assessments of all aspects of the provision. Risk assessments are completed both annually and on a daily basis. Any changes are noted and action is taken to ensure the ongoing safety of children. The premises are secure and the childminder is very aware of children's developing abilities and appropriate safety measures are in place to avoid dangerous situations. For example, safe barriers prevent unsupervised access to the stairs and kitchen.

The childminder holds an appropriate National Vocational Qualification and attends additional training to continue to develop her knowledge and skills. She provides a child-centred environment and acts as a positive role model to the children. Policies and procedures reflect the service provided. Self-evaluation is used to evaluate the childminder's provision, identifying strengths and areas for future development. The childminder is taking steps to ensure that the service provided is responsive to the needs of the children and families who attend. For example, the childminder seeks parent's views through questionnaires and informs them of any changes, such as, working with an assistant. The recommendation raised at the last inspection has now been met. The childminder has developed the use of self-assessment in order to continuously evaluate the quality of care provided.

The childminder organises a flexible daily routine to ensure that children's individuality is recognised and effectively met. For example, if children are tired or feel poorly they are asked if they would like to have a rest. Children are treated with respect and the childminder takes time to listen to what they say. The childminder's home is welcoming and resources are accessible for children to make individual choices about their play. She takes effective steps to ensure resources and the environment is sustainable. The childminder regularly checks the resources and purchases additional resources as required.

The effectiveness of the childminder's engagement with parents and carers is very effective. The childminder liaises very closely and works in partnership. For example, parents contribute information relating to their child's learning and development and information is exchanged to ensure that specific dietary needs and preferences are catered for and any medical needs are known and met. This ensures that children experience a consistent approach to their care and learning. Parents have regular access to their child's developmental record folder, are provided with a report of their progress against the six areas of learning and are able to contribute their comments. The childminder offers tailored guidance and information about ways in which parents can support their child's well-being and development, for example, supporting potty training and behaviour management at home. Parents speak very positively about the childminder and service provided.

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

Children enjoy themselves in the childminder's care. They are active learners and are offered a variety of opportunities that support them in making good progress in their learning in relation to their capabilities and starting points. The childminder records and evaluates observations of each child's achievements and interests against the six areas of learning. However, systems to use this information to inform the planning and track children's progress against the development matters framework are not fully established. As a consequence, the planning does not always clearly identify learning intentions and challenges for children across the six areas of learning. The childminder is very attentive and interacts with warmth and kindness. She takes the lead from the children building on their ideas as they play. Conversations stem from the children's interests and the childminder shows children how to do things and supports them in their learning. For example, when children of different ages and stages of development all join in with the same art activity the childminder interacts with them in different ways that provides appropriate support, such as, how to use the scissors or how to write their name.

Children benefit from social interaction with other children and adults. They make friends, share experiences and enjoy their time together. Children learn to take responsibility and are developing their independence, for example, they learn to dress for outdoor play, older children help younger children and children become self sufficient in choosing activities and selecting resources for themselves from the accessible low-level boxes and drawers. Children communicate with growing confidence. This is encouraged by the childminder who talks to the children and introduces new vocabulary. Children make marks as they draw and use water to paint on the patio slabs. Older children are beginning to recognise letters of the alphabet by shape and sound. Children learn to count and solve problems. For example, children play number games, such as, dominos, fit puzzle pieces together and fill the jugs with water to learn about volume and capacity. They distinguish between different sizes and learn to recognise different shapes. Children enjoy creative art activities, such as, making Easter decorations.

Through a range of first hand experiences children learn about the world around them. Children meet different individuals as they explore the local community, celebrate festivals, such as, the Chinese New Year and handle a suitable range of resources which positively reflect people of other races, cultures and abilities. This helps children to appreciate our similarities and differences as they play. Children learn to care for the hamster, plant and sew seeds in the garden, feed the birds, observe tractors ploughing the fields and visit places of interest, such as, the farm and enjoy tree top walks in the forest.

Children are learning to develop control over their bodies as they manoeuvre wheeled toys, balance on stilts, bounce on space hoppers and skip with the skipping ropes. They thoroughly enjoy being in the fresh air and squeal with delight as they peddle or use their feet to make the cars and bicycle move faster and faster. Children enjoy regular walks in the adjoining fields and trips to the park where they access larger, more challenging play apparatus, such as, the swings,

slides and climbing frame. They jump onto the hop scotch squares and manoeuvre their wheeled toys on the designated roadway. Children engage in activities that develop hand-to-eye co-ordination and straighten small muscles. For example, children use tools, such as, paint brushes, pencils and scissors safely and manipulate and mould icing to make snowmen figures.

Children demonstrate that they feel safe whilst in the childminder's care. They seek support, reassurance and comfort as they need it, separate from their carer and quickly settle to play. Children actively learn to keep themselves safe because the childminder has clear rules and routines to maintain their safety inside and outside the home. For example, children learn road safety, participate in fire drills, are taught to understand why leaving a large amount of toys on the floor is dangerous and what to do if they get lost. Children are developing an awareness of what is right and wrong and are beginning to understand the consequences of their actions. They are actively encouraged by the childminder to be polite, to share and take turns. As a consequence, children's behaviour is good. Children enjoy the praise they receive which effectively promotes their confidence and self-esteem.

Children are cared for in a very clean and welcoming environment where they learn the importance of hygiene and personal care. Exemplary practices are strongly encouraged. For example, children are encouraged and reminded to wash their hands after using the toilet and understand that they do this to remove germs. The childminder has successfully obtained the highest achievable rating for a food hygiene award. Children are very well-nourished and eat healthy, balanced options at snack and meal times which promote their growth and development. For example, children enjoy carrots, banana, apples, bread sticks and crackers at snack time and freshly prepared evening meals, such as, chicken, fish, fresh vegetables and fruit crumble and custard. Children have access to regular fluids to ensure they remain well-hydrated and comfortable during the day. Meal times are a happy, social occasion when the children sit comfortably together, talk and enjoy their food. Younger children have access to high chairs so that they are fully included at meals times and can sit with everyone else.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	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