

## Inspection report for early years provision

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<b>Unique reference number</b>	260768
<b>Inspection date</b>	28/04/2011
<b>Inspector</b>	Hazel White
<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 2001. She lives with her husband and adult child in the Kingsthorpe area of Northamptonshire. The whole of the ground floor is used for childminding. There is a fully enclosed rear garden for outdoor play. The family has a dog.

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 aged under eight years at any one time. Three may be in the early years age group and one may be under the age of one year. There are currently nine children on roll. Three of these are under the age of five years and the majority of children attend part time. The childminder has a recognised early years qualification and receives support from the local authority.

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

Overall the quality of the provision is good.

Children thoroughly enjoy an abundance of experiences which help them to make outstanding progress in their learning and development. Strong and supportive relationships between the childminder, children's parents and other early years providers effectively promote children's care and education. The childminder provides an inclusive service where each child is valued and their individual needs are known and met. Observation and assessment systems are well established, although, parents do not contribute to them. Methods for self-evaluation are in their infancy but the childminder demonstrates a positive attitude towards continuous development to help improve outcomes for all children.

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

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

- use self-evaluation and quality improvement processes as a basis of ongoing internal review
- improve opportunities for parents to contribute to the assessment and observation process.

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

Children's welfare is effectively safeguarded. The childminder has a good knowledge and understanding of the different types of abuse and the action that she should take if she had a concern about a child in her care. A clear safeguarding policy supports her practice and this is shared with parents. All adults in the household have been suitably vetted. Children are cared for in a safe and

secure environment. This is because the childminder has assessed all potential risks and has taken action to ensure hazards to children are minimised. She records her findings and reviews them regularly.

Through good verbal communication parents are kept informed about their child's day. This means that they are fully aware of what their children have enjoyed taking part in along with information about their care. All policies and procedures have been collated and organised into one file. This is made readily available for parents to read. In addition, children's learning and development records are assessable for parents to view, although, they are not yet fully encouraged to contribute towards the assessment process. The childminder is developing partnerships with others involved in the children's care and education. For example, she talks to staff about how children settle and behave and the children tell her about what they enjoy doing. Information about their learning is also shared to help her extend and support children further whilst they are in her care. The childminder is willing to work alongside other professionals, such as physiotherapists and speech therapists to meet the needs of all children.

The home is well-organised and child friendly which helps children to settle and be at ease. They have a designated play area which allows them lots of space in which to rest and play. Their independence and freedom of choice is increased because an excellent range of resources are easily accessible in various parts of the home. The childminder is aware of the advice, support and guidance that can be used to support her in the care of children with learning difficulties and/or disabilities and English as an additional language.

The childminder has a wealth of experience caring for children within the early years age range. She welcomes the support of the local authority to enhance her knowledge and understanding of childcare related issues. This demonstrates her strong capacity to maintain continuous improvement. The childminder has started to identify her strengths and any areas that she can further develop in the future. However, this is a new process and evaluation systems are in the early stages of development and do not yet include the views of others.

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

Children thrive in the childminder's care. They are confident, enthusiastic learners who make exceptional progress towards the early learning goals in all areas of learning. This is because the childminder has an excellent understanding of how to plan and provide play which is focused on the children's ideas and initiatives. She has created a child-centred inspiring environment where children have fun and learn through their play and exploration. The childminder has thoroughly implemented all aspects of the learning and development requirements of the Early Years Foundation Stage. This includes robust systems of observations and assessment to inform planning for individual children's next steps. Consequently, children achieve as much as they can in relation to their starting points and capabilities.

Children have great fun using props when they sing action songs. For example, they use coins to buy currant buns and pretend to be speckled frogs. In addition, the childminder has made many games to encourage their knowledge and understanding of numbers, sorting and matching colours. They show an avid interest in books and thoroughly enjoy listening to stories. Therefore, extending their love of books and their understanding that words carry meaning. They have a multitude of opportunities to foster their imagination and creativity and enjoy working with a wide variety of mediums, such as, gloop, paint, water and sand. Children operate information technology and programmable toys with confidence which develops their skills for the future.

Children become aware of the wider world and learn to appreciate diversity in others. For example, a range of religious and cultural festivals are recognised and an excellent range of resources reflect positive images of race, culture, gender and disability. The childminder skilfully uses books to help children to understand about similarities and differences in people in their community. Children have excellent awareness of right and wrong inline with their stage of development and respond positively to the consistent praise and encouragement offered. They learn to share, take turns and respect others. They are delighted when their good behaviour is recognised and, as a result, have high levels of self-esteem.

Children's health and welfare are effectively promoted because the childminder is an excellent role model and ensures children learn through daily routines. They are made aware of potential risks and how to prevent accidents, for example, they know not to run inside in case they should fall or bump into others and they discuss and practise road safety when out and about. The childminder also ensures that children are familiar with the fire evacuation procedure. A safe, challenging outdoor environment provides additional learning opportunities, as children work, play and exercise in the fresh air. They are encouraged to use their listening and observational skills to explore. For example, they learn how things grow and about healthy eating. Natural habitats for birds, animals and insect life are carefully observed. Children learn that ice and snow melts because of the warmth of their hands and they are fascinated by the patterns that frost makes on the trees.

## 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	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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