

## Inspection report for early years provision

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<b>Unique reference number</b>	260809
<b>Inspection date</b>	09/05/2011
<b>Inspector</b>	Anne Archer
<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.

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 2000. She lives with her husband and two adult children in Rothwell Northamptonshire. Childminding takes place in rooms on the ground floor of the childminder's house and there is a rear garden for outdoor play. The family has guinea pigs that live in a hutch in the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children under eight years at any one time including three in the early years age group. She currently cares for 14 children of whom seven are in the early years age group. All are part-time arrangements.

The childminder holds qualifications in childcare at Levels 3 and 4. She is a member of the National Childminding Association and is a Network Quality Assured Childminder who is able to provide funded nursery education on behalf of the local authority.

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

Overall the quality of the provision is outstanding.

The childminder provides an excellent environment where children's welfare and learning needs are very well met. She is clearly passionate about supporting children's development and learning and does so in a very safe yet stimulating environment. Although the current system for sharing information with other agencies and providers of the Early Years Foundation Stage is not yet fully effective in ensuring progression and continuity of care, all other aspects of the provision are outstanding. The childminder's capacity to continue to develop her provision while maintaining high standards is excellent

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

To further improve the high quality early years provision the registered person should consider:

- exploring further ways to facilitate other agencies and providers of the Early Years Foundation Stage to share what they know about a child to support their progression and continuity of care.

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

The childminder is committed to providing the best possible service for children and their families. All aspects of safeguarding are well considered and as a result successfully keep children safe. They include ensuring suitability checks are completed on family members at the appropriate time, checking the identification

of visitors and other adults collecting children on behalf of parents and having thorough, up-to-date child protection procedures.

All areas of the childminder's home which are used by children are routinely risk assessed when anything changes to ensure children remain safe wherever they play. Any outings the childminder takes the children on are checked for potential hazards and action is taken to minimise any risk to children.

The childminder helps children learn to keep themselves safe by being an exceptionally good role model and by pointing out potential hazards so that children learn to make decisions about the kind of risk they may or may not take during their play. Any new equipment or toys that the children use are first demonstrated to them to make sure they get maximum benefit from them.

Children's good health is very effectively promoted as children learn why they wash their hands at certain times and how to do so efficiently to destroy any germs for instance after playing with the guinea pigs or looking for worms in the garden. Procedures for caring for children who have an accident or become unwell are excellent. The childminder maintains a current paediatric first aid certificate to ensure she remains competent to deal with any emergencies.

Equality and diversity are very well promoted. The childminder has high aspirations for quality and a strong commitment to equality for all. The methods used to support children's learning and well-being consistently improve outcomes for children in relation to their starting points and capabilities. Positive behaviour management strategies are seamlessly implemented and significantly impact on children's well-being.

The childminder's engagement with parents and carers is outstanding. Relationships are very positive and ensure she is fully informed of children's changing needs. Parents are regularly asked their views and these are taken into account when important decisions are being made. Parents are kept extremely well informed of their children's achievements, well-being and development through daily chats, diaries, phone calls and the sharing of children's achievement records. Parents are encouraged to contribute to their child's assessment and regularly do so.

Partnerships with other agencies and providers of the Early Years Foundation Stage with whom the childminder shares responsibility for the children's welfare or learning are good. She regularly shares information with them and actively engages in seeking information from them to inform her own planning although this is not always successful.

The childminder's premises are very suitable for purpose. She has made the very best use of available space both inside and outdoors to enable her to provide a stimulating learning environment in which children make excellent progress. The childminder is continually searching out new ideas to further enhance children's learning potential. Resources are plentiful, of a high quality and used imaginatively to support children learning and development.

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

Children have lots of fun while learning new skills which enable them to fulfil their potential. Children are completely content and settled in the childminder's home. They are keen to take part in the activities on offer and to initiate their own play. They make choices about the resources and toys they play with which develops their enquiry skills and supports their independence.

Children's play is assessed daily and provision made to incorporate any additional resources to enable children to follow their newly acquired interests or skills. A thorough record is kept of each child's achievements which clearly shows how they are developing and making progress towards the early learning goals.

Children learn about how to maintain their personal safety and health through clear routines with older children supporting their younger friends. Children know where to find their shoes before going to play outside and that they must wash their hands afterwards.

Children rarely test the childminder's boundaries and rules because they are so busy but if they do, they quickly take notice again due to the childminder's excellent child-management skills. As she knows the children so well she is able to anticipate their reactions to certain situations and take effective action without damaging their self-esteem. Children enjoy the childminder's attention and show by their behaviour and mannerisms that they feel safe in her care.

Children play a full and active role in their learning by showing curiosity and a desire to learn and explore. They benefit greatly from the varied outdoor provision which enables them to learn about nature while developing communication, literacy and problem solving skills. They also hone their physical skills on the apparatus and pedal toys. Children develop further skills for the future as they form friendships with other minded children either at the childminder's home or when they visit groups together.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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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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