

Inspection report for early years provision

Unique reference number	260819
Inspection date	22/06/2011
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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband and three children aged 17, 15 and 13 years in the east Northamptonshire market town of Thrapston. The ground floor rooms of the childminder's house are used for childminding and there is a fully enclosed rear garden available for outside play. The family has pet guinea pigs, a rabbit, two cats and a chicken.

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. She currently cares for three children in the early years age group and two school age children.

The childminder is a member of the National Childminding Association and attends a local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an excellent environment in which children's welfare and developmental needs are well met. She enjoys supporting children and does so in a stimulating yet safe environment. All aspects of children's welfare and well-being are promoted very well. Partnerships with parents and others are established and effective. Whilst children clearly make good progress with the childminder, records are not linked to progress towards the early learning goals. The childminder reflects on and evaluates her childminding provision and attends regular update training to develop her practice. As a result, capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- review the observation, assessment and evaluation systems to ensure that children's next steps and progress are linked to the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder ensures that children attending her setting are provided with exciting learning experiences in a safe environment. All aspects of safeguarding are well-thought-out and successful in keeping children safe. For example, she ensures suitability checks are taken out on her own family at the appropriate times and checks the identification of visitors or other adults collecting children. She also has thorough child protection procedures linked to the current advice provided by the local Safeguarding Children Board.

Risk assessments are conducted on the childminder's house and garden and reviewed and updated when anything changes, or at least annually. Venues for outings are checked before children visit and daily checks confirm children's on-going safety. All risk assessments take account of individual children's stage of development and needs. The childminder talks to children about what she is doing so that they begin to learn to assess risk for themselves without their developing independence being compromised.

Policies and procedures are reviewed and updated periodically to ensure they continue to reflect the childminder's practice and current requirements. These are shared with parents so that they are fully aware of her practices.

The childminder promotes healthy lifestyles very effectively. She teaches children when and how to wash and dry their hands and, when a tissue is needed, to wipe a runny nose, so that they learn to recognise the need for themselves. Children learn to recognise when they are hungry and when they have eaten enough. They are provided with healthy, nutritious snacks and encouraged to take regular drinks of water to ensure they remain hydrated. Current parents provide food for their children's lunches which the childminder heats and serves. She knows what the children like and is familiar with their individual dietary needs.

There are clear procedures in place relating to the care of children who become unwell and to prevent the spread of infection. The childminder maintains a current paediatric first aid certificate and has a full first aid kit accessible. Children's sleeping patterns are discussed with parents and adhered to. This ensures they are refreshed and able to take a full part in the rest of the day's activities.

The effectiveness with which the childminder promotes equality is good. Children learn about similarities and differences from an early age and are involved in activities which reflect their own and other people's culture. To facilitate this, the childminder has a thorough knowledge of each child's welfare and developmental needs. The childminder has devised house rules which provide children with clear boundaries. Behaviour management is consistent and takes account of each child's maturity and level of understanding and so supports children's learning.

The effectiveness of the childminder's engagement with parents and carers is good. Relationships are well established and positive ensuring she is informed of children's changing needs. Parents are kept well informed of their children's well-being and development through chats at drop off and pick up time and use of a diary. Parents are invited to look through their children's records of achievements periodically and comment. Procedures for liaising and sharing information with other providers of the Early Years Foundation Stage and other agencies are established and have been effective with past children, however, are not required at the moment.

The childminder's premises are suitable for purpose. She makes the best use of the available space to enable her to provide a stimulating learning environment in which children make good progress taking into account their starting points and capabilities. Resources cover all aspects and areas of learning, are varied and of

good quality. They are used imaginatively to support children's interests and learning.

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

Children have fun while developing and learning new skills. They show contentment in their surroundings and are very keen to take part in activities and initiate their own play with the toys on offer. Children make choices about the resources they use to develop their own play adventures.

Children's play is assessed daily and provision is made to incorporate any resources necessary to enable children to follow new interests and so further support their learning. Records of achievement are maintained for each child, however, next steps and progress are not linked to the early learning goals as required by the Early Years Foundation Stage. Children learn about personal safety and health through clear routines. The mention of lunch prompts them to head for the cloakroom to wash their hands. They know that on the walk to and from school they must stop at the kerb and be quiet so that they can listen for the sound of vehicles.

Children are so absorbed in their play that they rarely test the childminder's boundaries and rules. When they do, they quickly respond to the childminder's friendly reminders to share. As she knows the children well, she is able to anticipate children's reactions to certain situations and takes effective action without denting their self-esteem. Children enjoy the childminder's attention, showing by their behaviour and mannerisms that they feel safe in her care and as a result, they behave well under consistent approach.

Children play a full and active role in their learning by showing curiosity and a desire to explore and learn. They benefit greatly from outdoor activities. They explore the garden, looking for mini beasts and helping to feed the various pets and the wild birds. They chat about what they see on the walks to and from school and attend toddler and childminder support groups. They visit the park to play running games and play on the apparatus.

Children develop skills for the future as they respond to the childminder's questions, which challenge them to think about what they are doing. They select books to look at on their own or to ask the childminder to read to them. They learn about number at the lunch table as they see how many rice crackers or grapes they have in their lunch box. Children are learning to put on their own shoes and to use tools and utensils properly.

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	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	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	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	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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