

Inspection report for early years provision

Unique reference number	EY421173
Inspection date	06/09/2011
Inspector	Susan Marriott

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2011. She lives in the large village of Hartwell, Northamptonshire with her husband and two children aged 19 and 13 years. The whole of the downstairs of the childminder's home is used for minding. Access to the setting is from the rear of the premises, via a small step into the conservatory area that is mainly used for minding. The childminder takes the children to play at local parks whilst landscape work on the garden is being completed. The family has a pet cat.

The childminder is registered with Ofsted of the Early Years and the compulsory and the voluntary parts of the Childcare Register. She may care for up to six children under eight years at any one time, three of whom may be within the early age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe in the childminder's care and she is very caring and responsive to them, securing their personal, social and emotional development through a good quality of care and excellent behaviour management. The childminder knows the children well and this enables her to successfully meet their welfare, learning, developmental and individual needs. Required risk assessments are in place, although, the written records have some gaps. The childminder works closely with parents and makes good links with other childcare practitioners, sharing information appropriately to ensure continuity of care for children. Although the childminder shows good capacity for improvement through her enthusiasm and the active seeking of feedback from parents and children, she has not established a system of self-evaluation to identify areas for development in her practice.

What steps need to be taken to improve provision further?

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

- extend the recording of risk assessments for the home and for every type of outing
- improve opportunities for children to increase their understanding of fire safety through regular evacuation drills
- develop the organisation of the setting to include ongoing effective procedures to evaluate the provision and implement areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder is confident in her daily childcare practice and is very well-organised, ensuring that she can devote her time and attention to the children so

that they are happy and purposefully occupied. Behaviour management is a key strength and the childminder deals with instances of challenging behaviour by setting clear expectations tempered with great sensitivity and understanding. Children's welfare is properly safeguarded by the childminder who has a good knowledge of local safeguarding procedures and related issues. Relevant checks have been carried out on household members providing reassurance to parents that they are suitable to have regular contact with young children. Basic risk assessment is in place for the home and for outings and effective practical action is taken to manage or eliminate risks for children. However, the records do not include every aspect of the environment to be checked and every type of outing. The childminder has devised a clear procedure for evacuating her home and this secures children's safety in an emergency situation. Children know that they must evacuate to the 'third house down the road'. However, the childminder has not yet practised this with the children. The childminding service is supported well by written policies and procedures and most required written records.

The childminder's home is welcoming and resources are well-organised and accessible. The wide range of toys and activities stimulate their learning, growth and development. Children are able to easily access toys brought into the conservatory in large plastic boxes, enabling them to make independent choices about their play. The childminder's good understanding means that she provides a service which is inclusive for all children and their families. She ensures that she understands each child's background, cultures and beliefs, helping young children to understand that people have different needs, views, cultures and beliefs, which need to be treated with respect. The childminder has not yet established self-evaluation procedures to support the development of her practice and to drive and sustain continuous improvement.

The childminder liaises effectively with others providing care for children to ensure continuity and consistency of care and to secure children's welfare. For example, she works closely with another childminder regarding collection arrangements from the local school. There is a good working partnership with parents which promotes children's welfare and development. Parents are fully informed of the childminder's practice through daily discussions and her written policies. Written references show their high regard for the standard of care that she has established. They commend her 'very caring and personable nature and the behavioural boundaries she expects her charges to follow'. Parents praise 'the fact that the very first time she met my child, she quickly established a rapport to find out about my child's interests with the intention of ensuring that my child would be happy and stimulated in her care'. Parents using the service over the summer holidays confirm that they are 'very happy with whole experience'. They report that the childminder is 'an outgoing person who is very approachable and trustworthy, has a comfortable manner and genuinely does attend to all children's needs'.

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

This friendly childminder has recently established her service and treats children with warmth and kindness. She takes great care to find out the preferences of the children and ensures that she plans activities which she feels they will enjoy. The days are well-structured and flexibly planned to suit the ages and stages of development of the children attending and the childminding setting offers a good range of toys, games and equipment. The childminder effectively develops child-initiated play with the introduction of new words, numbers and positional language. Through these first-hand experiences, children learn concepts such as high and low, up and down. Children are learning to be aware of the needs of others because challenging behaviour is managed well. Consequently, they are beginning to learn to share and take turns and show consideration for others.

Planning of daily routines is appropriately flexible and responsive to the needs of children and the childminder ensures that she provides a balance of activities across the differing days of minding activity. For example, the childminder ensures that children have daily walks so they get plenty of fresh air and exercise. The childminder has started to do regular observations for children. Although her records are relatively new, she uses the information that she gains to identify the next steps in learning for children, as well as to inform her activity plans. She is supporting the children well in making good progress towards the early learning goals.

Suitable documentation is maintained relating to accidents, medication and incidents and clear procedures are in place, protecting the children's health and well-being. Children are developing their understanding of being healthy through first hand experiences, such as their food and snacks. For example, children check that they are drinking from their own cup and not that of another child. They demonstrate pleasure in the smell left on their hands after washing hands with soap. The childminder understands the value of nutritious foods for children's overall development. The childminder shares her healthy eating policy with parents and encourages them to provide the children with healthy food in their packed lunches. She ensures that fresh drinking water is available to the children throughout the day. Children develop their physical skills and learn about the natural world as they play out in the fresh air each day. They explore the fixed equipment at the local parks and enjoy trips to the shops.

The children learn about keeping safe inside and outside of the home. For example, through simple explanation. Through outdoor activities, children learn about the changing seasons and local wildlife as well as the boundaries for safe behaviour on the road and in rural areas. Children's behaviour is managed very well and the childminder praises the children when they respond positively to her expectations. For instance, she praises 'good sharing' and 'good tidying'. In this way children learn to play well together and to be polite and helpful to each other. Children are achieving, enjoying and developing good skills for the future as they are encouraged to put on their own shoes in readiness for collecting the older

children from school.

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	2
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	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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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