

Inspection report for early years provision

Unique reference number	221336
Inspection date	06/09/2011
Inspector	Ann Austen
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.

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 1994. She lives with her partner and one child aged 10 years in the village of Milton Malsor, Northampton. 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 facilities are provided on the ground floor and sleeping facilities are provided on the first floor. There is a fully enclosed garden for outdoor play. The childminder has a pet dog.

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. She is currently minding one child in this age group. The childminder 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 is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm, caring child-friendly environment. As a consequence, children are settled, well cared for and make satisfactory progress in their learning and development. The childminder is continuing to develop her knowledge and understanding of the learning and development requirements. Effective policies and procedures are maintained, and generally most required information is obtained from parents to promote the welfare of children. The childminder is beginning to evaluate practice to identify areas for improvement. She forms positive relationships with parents and understands that partnership working with other professionals further enhances the delivery of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 30/09/2011
- ensure written permission is requested at the time of the child's admission, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 30/09/2011

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

- develop further systems to ensure that observations and assessments against the six areas of learning are used to identify learning priorities and to track children's progress towards the early learning goals
- develop further systems to ensure that reflective practice continues to identify strengths and priorities for development and that the targets set to achieve continual improvement are effectively implemented.

The effectiveness of leadership and management of the early years provision

Safeguarding regulations and duties are met. The childminder demonstrates an understanding of the signs and symptoms of abuse and neglect and understands the procedures to follow to report concerns. A written child protection policy and all the relevant guidance documents are in place to support the childminder's practice. This ensures that children are protected at all times. The childminder ensures close supervision and carries out regular written risk assessments of all aspects of her home. She is aware of children's developing abilities and ensures that appropriate safety measures are in place to avoid dangerous situations. For example, a safe barrier prevents children from accessing the stairs and sharp knives and dangerous substances are inaccessible to children in the kitchen. The childminder holds a current paediatric first aid certificate. Effective procedures are in place in the event of accidents for the administration of medication and if children are unwell. However, two specific legal requirements have not been met. Written permission from parents to seek emergency treatment or advice and information about who has legal contact with the child and who has parental responsibility for the child have not been obtained. This compromises children's well-being.

The childminder is continuing to develop her knowledge of the Early Years Foundation Stage. She treats children with respect and actively supports children in their learning. The childminder asks open-ended questions which encourage children to think, and she shows them how to do things, such as completing puzzles and helping them spin the merry-go-round. Good quality resources are accessible and effectively support children's learning and development. This enables children to take the initiative and become self-sufficient in choosing activities and selecting resources for themselves. The childminder is developing the skills required to make systematic observations of each child's achievements and interests. However, this information is not effectively evaluated against the six areas of learning to identify learning priorities and to plan future experiences for children. Consequently, learning and development is potentially compromised.

The childminder has developed a good range of written policies and procedures covering different aspects of her care, such as behaviour management, the administration of medication, a complaints and nutrition policy. Each policy supports the implementation of the Early Years Foundation Stage. The childminder is beginning to use self-evaluation to monitor the quality of the provision and has begun to identify areas for development. However, to date objectives are still to be

fully implemented in practice. The childminder has acted on recommendations made at the last inspection. She has now obtained the publication 'What to do if you're worried a Child is being abused - summary' and has developed her knowledge of child development for younger children. These improvements effectively promote children's welfare and development.

The childminder develops positive relationships with parents and carers. She has knowledge of each child's individual needs and background which helps to ensure continuous and consistent care for the children and ensures that parent's wishes are valued and respected. Settling-in arrangements are flexible to meet the needs of the children. Parents receive a parents pack about the service provided. This contains information about the Early Years Foundation Stage, daily routines and copies of the childminder's policies and procedures. Daily communication books are used to share information about their care and learning. The childminder understands the importance of partnership working with external agencies or services and other professionals who deliver the Early Years Foundation Stage. However, to date the childminder has not had to implement this in practice.

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

Children are provided with play opportunities that support them in making satisfactory progress towards the early learning goals in relation to their capabilities and starting points in their learning. They build on their natural curiosity as they explore the resources and are active learners.

Children receive warm, responsive care. They learn to take responsibility as they help to tidy away the toys. Younger children's language is encouraged as they listen and respond to sounds and use body language and facial expressions to indicate their needs and feelings. Children show an interest in books and make marks as they draw and paint the paving slabs with water. They learn colours and shapes as they play, and counting is continually encouraged. Children complete puzzles which encourages them to solve a problem. Their creativity is promoted as they access imaginative play resources. For example, children handle small world figures, such as the train set, farm animals and people. They pretend to feed and put the dollies to sleep and enthusiastically sweep the floor with the dustpan and brush. Children have opportunities to play with sand and water.

Children enjoy being physically active and develop skills in coordination, control, manipulation and movement. They are able to rest according to their needs and enjoy daily fresh air. Children run, play ball games and bounce on the trampoline in the garden and access more challenging equipment, such as the swing, slide and climbing frame in the local park. They are provided with a range of activities to develop their hand-to-eye coordination and strengthen small muscles effectively. For example, children use tools, such as paint brushes and pencils, to draw.

Children are developing a sense of belonging whilst in the childminder's care. They approach the childminder for physical comfort and reassurance which contributes to their sense of belonging and well-being. They are taught how to keep

themselves safe. For example, children learn how to cross the road and to use equipment in the park safely. Children receive praise and encouragement which promotes confidence and self-esteem. They respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development.

Children are adopting healthy lifestyles as they learn the importance of good personal hygiene from an early age. For example, children are encouraged to wash their hands at appropriate times during the day. Children are further protected from infection because the childminder employs suitable methods to prevent infections spreading, such as having secure nappy-changing procedures and ensuring the cleanliness of the home, toys and equipment. Children's meals are supplied by the parents. They sit at the table or in a high chair to eat. This actively promotes meal times as social occasion, and younger children's independence skills are encouraged as they try to feed themselves. Children are able to help themselves to a drink which ensures they remain comfortable and well hydrated.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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