

Inspection report for early years provision

Unique reference number	221287
Inspection date	19/10/2011
Inspector	Melanie Eastwell
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 1996. She lives in Brixworth, Northamptonshire close to shops, schools, parks and public transport links. The whole of the ground floor, the bathroom and one bedroom on the first floor are used for childminding. There is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range and she is currently minding five children in this age group. She also provides care to children aged over five years to 12 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is also registered to provide overnight care for up to two children.

The childminder takes children to and collects them from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs makes sure that the childminder is successful in promoting children's welfare and learning. Children are safe and secure and they enjoy the childminder's positive interaction with them. The partnerships with parents and with other providers delivering the Early Years Foundation Stage are strong and are significant in making sure the needs of all children are met. This means that children make good progress given their age, ability and individual starting points. The childminder has commenced the process of self-evaluation and she continues to develop this to ensure her priorities for future development are targeted appropriately.

What steps need to be taken to improve provision further?

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

- develop further the systems for observation and assessment to ensure that the observations are linked to the relevant areas of learning and to identify when each child's next steps in learning have been re-visited in order to clearly show progression
- develop further the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

The childminder is organised with her childminding commitments to ensure that she is able to respond to the changing needs of the children and their families. She

has recently made improvements to her documentation that is all in place and kept up-to-date. Safeguarding is given high priority. The childminder understands the importance of following the Local Safeguarding Children Board procedures in the event of any concerns, she carries out emergency evacuation drills with the children and she encourages them to help tidy away when they have finished playing. Written risk assessments are in place that covers all aspects of the childminder's home, garden and each type of outing that the children are involved in. Children are able to access their own play materials from a very wide range that reflect all the areas of learning throughout the childminder's home.

The childminder has developed strong working partnerships that promote a consistent approach for the children and a smooth transition between providers. She provides detailed daily feedback to parents about the children's daily routine and the activities they have enjoyed. She provides high levels of support when families are in need of this and she encourages parents to share information from home. The childminder works closely with other providers of the Early Years Foundation Stage who are involved with the children. She seeks information about topics and the planning of activities as well as passing on practical information as required.

A system for self-evaluation has been implemented that records the wide range of activities the childminder does with the children and how she responds to each of their needs, such as helping to prepare them for the transition to school. She demonstrates a good capacity for continuous improvement. For example, she has taken positive steps to improve her documentation following the actions and recommendations made at the previous inspection. She has sought the views of the parents and the children as part of her reflective process. Parents report highly complimentary comments about how she works so well with their children and the great range of interesting activities she provides for them. The children's comments are equally positive about how comfortable and happy they are to be in her care. She is keen to explore ways that she can continue her self-reflection to ensure that her plans for the future are prioritised and to celebrate her many areas of effective practice.

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

Children clearly demonstrate that they feel safe and confident in the childminder's home. For example, they ask her questions and initiate conversation with her; younger children are familiar with the routines, they readily settle to sleep and they are confident to choose their own play materials from the wide selection that is available to them. Children's dietary needs are met effectively, the childminder discusses any allergies and preferences with parents, she involves the children in the menu planning and she provides freshly prepared meals and snacks. Children begin to learn about managing their own personal hygiene. They use the toilet and wash their hands independently and the childminder works closely with parents on issues, such as toilet training.

All children are treated as individuals and with respect. The childminder seeks information from parents to ensure that any specific needs can be met and she regularly consults with the children about matters that affect them. For example, children are asked whether they like the recipes the childminder uses to prepare their meals and they are encouraged to ask for different tastes. Children begin to learn about the wider world. The childminder celebrates a variety of festivals with them throughout the year. A map of the world is displayed in the kitchen that has pin flags showing the different countries the children have visited. The childminder involves everyone in discussions about the destinations and children are encouraged to bring photographs from their visits for everyone to share. Children are supported to work together and to think of others. The childminder ensures that all children present can take part in all the activities.

The childminder is creative in her planning of activities. She ensures that these cover all the areas of learning and that everyone present is able to take part. Children have recently been involved in making wax resist tie dye tee shirts. The childminder sits with the children during their activities ably supporting their vocabulary and curiosity. For example, children play with magnetic items and copy the childminder's suggestions for building these magnets into shapes. Children benefit from her positive interaction, praise and encouragement. The childminder knows where each child is in their learning and development. She records regular observations that are backed up by photographs and samples of their work and she identifies some next steps for each child. However, she does not currently link the observations to the relevant areas of learning or have a system to identify when she has re-visited the next steps to clearly show each child's progression. The childminder's creativity and willingness to respond to each child and families different needs promotes children's feelings of well-being and belonging in her home.

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	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	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

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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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