

Inspection report for early years provision

Unique reference number	EY419687
Inspection date	16/02/2012
Inspector	Sarah Measures

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 lives with her husband and child aged one year in Kettering, Northamptonshire. The whole of the ground floor and one bedroom and the bathroom on the first floor are used for childminding and there is an enclosed garden available for outdoor play. The family has a rabbit.

The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, two of whom may be in the early years age range. There are currently five children on roll. The childminder attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Sound policies and procedures promote children's welfare, learning and development. This is a warm and friendly setting where children are valued and included. The childminder works cooperatively with parents in order to understand and meet children's individual needs. Children choose from a range of developmentally appropriate activities and the childminder is developing systems to observe and assess their progress. Overall, policies and procedures safeguard the children. The childminder has just started to reflect upon the provision in order to plan for improvement.

What steps need to be taken to improve provision further?

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

- develop the systems of self-evaluation in order to plan systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- make sure that risk assessments cover anything with which a child may come into contact, with particular regard to children's access to the water butts in the garden
- develop the systems for observing and assessing children to support effective assessments and planning.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded because the childminder has a sound knowledge of the possible indicators of abuse. She knows how to refer any concerns she may have according to Local Safeguarding Children Board policies and procedures. She shares suitable information with parents as to how to make a complaint, which includes details of how to contact Ofsted as the regulator. This

promotes a safe and transparent provision for parents and children. Suitable procedures make sure children are collected by appropriately identified adults. The childminder carefully risk assesses most aspects of the provision in order to make sure children are safe. However, risk assessments do not include children's access to the water butts in the garden.

The childminder communicates regularly with parents and she uses a communication diary and ongoing discussions to make sure key information regarding children's routines is shared. Parents provide clear information as children start at the setting in order for the childminder to plan to meet children's needs and help them settle. A range of relevant policy information is shared with parents in order to promote continuity of children's care. The childminder has suitable policies and procedures prepared to share information regarding children's progress with any other settings that they attend. This enables all those involved in children's care and education to plan appropriately to meet their individual needs.

Children use safe and developmentally appropriate toys and equipment to promote their independence and their learning and development. The childminder organises her home well to make sure it is welcoming to children, who can choose freely from a variety of toys and activities. The childminder plans an inclusive environment for children because toys and books include positive images of difference and diversity. This helps children to learn to value those who are different from themselves. A variety of toys and activities are available to all children, with no gender preferences. The childminder has a sound understanding of children's individual routines, likes and interests that she appropriately considers within routines and activities to help children to feel valued. However, her self-evaluation does not identify areas for development in order for her to plan constructively to drive forward improvement.

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

Children are settled and at home. They have good relationships with the childminder, who divides her attention to make sure they are all appropriately supported and included. Children take part in a range of suitable activities in and out of the home that cover all areas of learning. However, activity planning is not fully effective because the childminder is still establishing a systems of observing and assessing children to support her planning. She does not regularly observe and assess the children in order to show a comprehensive picture of where children are at in relation to their progress towards the early learning goals.

Children regularly visit toddler groups in order to learn to socialise and to develop friendships outside of the setting. They also visit music and movement sessions which give babies and young children important opportunities to express themselves. Children stay healthy because outdoor play forms part of their routine. Children use appropriate equipment at the setting to develop their physical skills, coordination and strength, and they access further large play equipment when they visit local parks. Babies and young children's needs are met because the childminder works with parents throughout the different stages of weaning. Babies

enjoy suitable pureed meals that the childminder has made and then frozen in order to be well organised. Children's routines include washing their hands before they eat in order for them to develop suitable healthy habits.

Children choose from of good variety of books that meet a range of different needs and stages of development and cater for a range of interests. They play suitable games that help them to learn letters and sounds and to develop their memory in order to encourage their skills for their future learning. Babies and young children explore safely with various sensory and 'cause and effect' toys. This helps them to be inquisitive and to learn about how to make things work. Babies and young children take part in appropriate messy play activities at the groups they attend and they have also enjoyed some messy play at the setting, for example, making marks in flour. Children learn how to behave appropriately because the childminder uses developmentally appropriate methods to manage their behaviour. Their good behaviour is suitably reinforced and their self-esteem is encouraged because the childminder readily praises and encourages them. Children enjoy their time with the childminder, who is very friendly and approachable.

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	2
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	3
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