

## Inspection report for early years provision

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<b>Unique reference number</b>	EY437380
<b>Inspection date</b>	11/06/2012
<b>Inspector</b>	Ann Austen

<b>Type of setting</b>	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 2011. She lives with her husband and one child aged two years in the Grange Park area of Northampton. The whole of the ground floor of the property is used for childminding, with the exception of the conservatory. Sleeping facilities are provided on the first floor. There is an enclosed garden available for outside play and a covered outdoor play area to the side of the premises. The childminder is able to take and collect children from local schools and pre-schools. The family has two pet dogs and chickens are kept in the garden.

The childminder is registered to care for a maximum of five children under eight years at any one time, including two in the early years age range, and when working with an assistant the childminder may care for a maximum of 11 children, including five in the early years age range. There are currently 10 children attending who are within this age group, whose times of attendance vary. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She 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 are warmly welcomed into this friendly, inclusive environment. Their welfare needs are well met and children make good progress in their learning and development. Safeguarding procedures are secure. The childminder is continuing to develop measures to track children's progress and systems to obtain information in relation to starting points in their learning and development. Self-evaluation is used to evaluate practice and the childminder demonstrates a positive capacity to initiate and implement continuous improvements. Partnerships with parents are positive and the childminder understands the importance of developing relationships with other providers and services to promote the integration of care, education and any extended service.

## What steps need to be taken to improve provision further?

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

- improve systems to obtain information in relation to children's starting points in their learning
- extend systems to track children's progress as they move towards the early learning goals across the six areas of learning.

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a secure knowledge and understanding of the procedures required to protect children from all forms of abuse and neglect. She has attended relevant training, is alert to the indicator signs of abuse and is conversant with the procedures to follow to report concerns. This ensures that children are well protected and given high priority at all times. Risks of accidental injury are minimised during indoor and outdoor activities because the childminder supervises the children well and carries out regular risk assessments of all aspects her home and on outings. The premises are secure and safety equipment is appropriately used. Consequently children move around safely and independently.

The childminder is professional in her approach to childminding and is enthusiastic to develop the provision further. She has developed a good knowledge of the Early Years Foundation Stage and attends additional training to develop her existing good knowledge and skills. Self-evaluation systems are used to highlight successful practice and to focus areas for development in order to further promote the children's care and education. The childminder has developed an informative portfolio and a good range of written policies and procedures covering different aspects of her care, such as behaviour management and equal opportunities. These underpin the childminder's practice effectively. Parents are given copies of these documents and are asked sign to endorse that they agree to work to them.

The childminder ensures that all children are valued and respected as unique individuals. Consequently children receive attentive care and support which effectively promotes their continual development. The childminder ensures that children are provided with a good range of quality resources and play materials which are appropriately used to achieve the planning goals for their learning and development. The childminder understands the importance of establishing links with supplementary professionals and with other providers who deliver the Early Years Foundation Stage in order to ensure that all children receive consistent and complementary care.

Partnerships with parents are good. Parents write testimonials and commend the childminder's care and the range of activities provided. The childminder has a good knowledge of each child's background and welfare needs which helps to ensure continuous and consistent care. However, systems to obtain information in relation to children's starting points in their learning are not fully established. This potentially hinders opportunities for the childminder to build on children's existing knowledge and skills when they start at the provision. Verbal discussions are shared at drop-off and pick-up times and home-link books and the children's developmental record files provide opportunities to discuss children's achievements and well-being. Social events for the whole family are regularly organised.

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

Children learn at their own pace, have fun and enjoy their time in the childminder's care. They are developing positive attitudes towards learning as they play and are making good progress towards the early learning goals. The childminder uses ongoing observational assessment to find out how well children are developing and is continuing to build her existed questioning skills and knowledge of the 'Development matters' framework in order to further improve outcomes for children. However, systems to track children's progress against the development matters framework are not fully established. Consequently, gaps or areas of difficulty in children's learning and development may be overlooked.

Children develop positive relationships with peers and show a strong sense of security within the setting. They are confident to seek reassurance as needed, which helps to support their emotional development. Children's achievements are valued and praised by the childminder. They are learning to be kind and caring towards each other, to take responsibility, to share and take turns. Children are developing a sense of how to stay safe. For example, they learn to cross the road safely and older children are encouraged to understand anti-bullying strategies.

Children are encouraged to develop their early communication skills and are learning to follow simple instructions. They independently look at books and enjoy listening to a story. They are developing their ability to understand that marks on paper carry meaning, for example, as they draw, chalk and paint. Children learn to count and solve problems as they fit puzzle pieces together. They enjoy activities which promote their creative development. Children are beginning to use their imagination during role play activities, such as feeding and caring for the dollies. They dance and sing songs, such as 'Miss Polly had a dolly'. Children's experiences are broadened and their social skills encouraged as they go on outings. For example, children feed lambs during farm visits and observe boats as they move through the lock at the canal. They learn how to care for chickens and are developing their understanding of how food is grown. Children plant seeds on the childminder's allotment to harvest. Children are learning to appreciate diversity as they celebrate festivals, such as the Chinese New Year and the Christian celebration of Easter.

Young children are comfortable and settled because their health, physical and dietary requirements are well met. Children are learning to keep themselves healthy by adapting good personal hygiene routines. For example, they wash their hands after touching the animals and after using the bathroom which helps to minimise any opportunities for cross-infection. Children are gaining control over their movements as they use small and large play equipment. For example, children manoeuvre wheeled toys, throw and kick balls, bounce on the trampoline, rock their bodies on the see-saw and have regular opportunities to access more challenging apparatus at the park. This actively promotes children's coordination, control and fitness. Children's fine motor skills are developed as they use tools, such as knives, to butter the bread. They enjoy a variety of freshly prepared meals and snacks which promotes their healthy growth and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met