

## Inspection report for early years provision

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<b>Unique reference number</b>	EY440003
<b>Inspection date</b>	21/06/2012
<b>Inspector</b>	Jan Burnet
<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 January 2012. She lives in Brackley, Northamptonshire with her husband and two children aged nine and five years. The ground floor of the childminder's home and a secure garden for outdoor play are registered. The family has a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for five children aged under eight years at any one time and of these, three may be in the early years age group and of these, one may be under one year. The childminder is currently caring for four children aged under eight years and of these, two are in the early years age group. She walks with children to and from a local school.

The childminder is a member of the National Childminding Association (NCMA). She is working towards a level 3 early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder demonstrates a good understanding of the Early Years Foundation Stage. She promotes children's individual developmental needs effectively and meets their care needs well. Health and safety systems are strong and the childminder ensures that children are safeguarded. All children are valued and included and information obtained from parents helps her to identify and address children's differences. The partnership with parents is good, although, partnerships in the wider context are in their infancy. The childminder is aware of her strengths and areas for improvement and uses this awareness to review and improve her practice.

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

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

- develop the partnership with other early years providers, in order to ensure continuity of care and learning for each child.

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

The childminder ensures that children are cared for in a safe, warm and welcoming environment. Health and safety is given a high priority and potential risks have been addressed in practice and are included in a risk assessment record. She uses her food hygiene knowledge effectively to protect children's good health and the steps taken to prevent the spread of infection are effective. Necessary checks for the childminder and her husband have been completed and she ensures that

children are never left unsupervised with a person who has not been vetted. The childminder is aware of the signs of abuse and neglect and the Northamptonshire Safeguarding Children Board referral procedures. She attended safeguarding training recently. Parents are made aware of the Northamptonshire procedures and the childminder's safeguarding policy.

The childminder is aware of the benefits of self-evaluation. She is using the Ofsted self-evaluation form as a guide when considering her current practice and plans for the future. The childminder values the support of other experienced childminders in helping her to review and improve her practice. For example, she has received help with the business side of childminding and with developing effective strategies for handling particular behaviour issues, such as biting. She attends a group organised for childminders once each month, where a local development worker offers help and support. The worker has helped the childminder review her policies and paperwork. The childminder's current priority is to complete her NVQ Level 3 qualification. She has booked Early Years Foundation Stage training and has received information from the NCMA on food hygiene training. Resources meet the different developmental needs of children well and are maintained in a good state of repair. Required documentation is kept up to date and in good order.

Information provided for and obtained from parents is good and includes a full range of written policies and procedures. Parents are well informed about their children's achievements and progress as a folder containing observations and assessment is shared with them. The childminder seeks the views of parents about the provision verbally and through the implementation of a questionnaire. She makes sure that she obtains as much information as possible about each child's individual needs from parents and agrees with them how they can work together to meet these requirements. However, the childminder has not established fully effective links with other early years providers, in order to ensure continuity of care and learning.

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

Children are making good progress because the childminder makes sure that they are challenged effectively. She has developed good systems for recording children's achievements, in order to plan next steps in their learning. Children currently attending are aged under three years. The range of resources and activities meet their needs well. Relationships are good and the childminder makes sure that children are happy, settled and emotionally secure. Social skills are promoted well at the childminder's home and at groups. Children's self-esteem is promoted as positive behaviour is always acknowledged with praise. Opportunities for children to gain an understanding of difference are good, for example, resources reflect positive images and they learn about different cultures and traditions.

Numeracy and problem solving is promoted effectively. Young children learn to count with one to one correspondence, for example, as they climb steps and as

they build with bricks. A favourite song is Hickory Dickory Dock and children are able to recognise numerals to four on a toy clock. They name shapes and colours as they play with jigsaw puzzles and shape sorters. Children develop good manipulative skills as they mould and make marks with their fingers and tools in dough. They develop skills as they cut the dough with plastic scissors. They explore the texture of gloop with their fingers and recognise the change as the mixture hardens. Pencil control is developing well as children make marks with thick crayons and chalks. Babies' physical development is promoted as they lie on the floor and reach for and grasp toys that encourage them to explore their senses. They happily roll over and they are beginning to move their limbs, in order to move backwards and forwards.

Young children choose favourite stories for the childminder to read and talk with her about the pictures in the books. They are beginning to use their imagination in their play, for example, as they dress-up as a fire fighter and pretend to put out a fire with a toy hose. The childminder promotes language development effectively and she communicates with babies by using gestures and facial expression as well as with her voice. Babies respond with sounds that identify their emotional security.

The childminder makes sure that children learn how to keep themselves safe. They learn why they must walk and not run on pavements beside the road. They practise road safely and gain an awareness of safety around animals. She has developed systems to ensure children's good health and uses her food hygiene knowledge effectively. Children are active and develop confidence and skills as they use physical play equipment that is appropriate for their different stages of development. Young children are able to balance on one leg as they kick a football with direction. They are able to skilfully pedal and steer a tricycle and are learning to ride a small bicycle with stabilisers attached.

## 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	3
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

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