

Inspection report for early years provision

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Inspection date	25/07/2012
Inspector	Anne Archer
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 1988. She lives with her husband and adult child in Finedon, near Wellingborough in Northamptonshire. Her home is close to the local primary school and recreation ground and other local amenities. The ground floor rooms of the childminder's house are used for childminding with access to the bathroom on the first floor. A rear garden is available for outdoor play. The family has two pet dogs, a cat and various small animals and fish.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children at any one time, including three in the early years age group. She currently cares for 10 children in total, eight of whom are in the early years age group.

The childminder holds qualifications in childcare and education at levels 3 and 4 and 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's welfare and well-being is successfully promoted and they make good progress in their development and learning. Safeguarding systems are robust and partnerships with parents are established and generally, supportive. The childminder knows the children well and meets their individual needs thoroughly. Generally, the childminder evaluates her provision and attends regular training to ensure that she remains up to date with childcare issues.

What steps need to be taken to improve provision further?

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

- explore ways to encourage and enable parents to share what they know about their child's learning and development on a regular basis to further support continuity of learning
- review the timeliness of reflective practice and self-evaluation to secure the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is thoroughly safeguarded because the childminder has a good understanding of her responsibilities in relation to child protection and is confident in her ability to respond effectively to any concerns she may have. Procedures are in place to confirm the identity of visitors and other adults collecting children on behalf of parents and a record is kept. The complaints policy and procedure is

shared with parents when they set up a childminding arrangement.

The childminder's premises are suitable for purpose. A formal risk assessment has been conducted on the home and garden and on the regular outing venues. It is reviewed and updated periodically. In addition, the childminder carries out visual checks throughout the day to ensure that any potential risk is minimised. She often alerts the children to it, so that they begin to learn to assess and negotiate risk for themselves; for example, when a child wants to get down from the table before the chair next to them has been moved. The childminder checks fire detection and control equipment regularly and practises the emergency evacuation procedure with the children to identify and resolve any potential difficulties. Resources are safe and plentiful and support children's interests and learning.

The childminder's engagement with parents is good overall. She keeps them well informed of their child's achievements, well-being and progress verbally and through the use of a daily diary with very young children. Parents are invited to look through their child's learning journal each term. This gives parents an insight into what their children are doing. However, there are no other opportunities for them to contribute and support their children's progress by sharing what they know about their learning. Systems to liaise with and share information with other agencies and providers are established and effective.

The childminder promotes equality and diversity well. She has a thorough knowledge of each child's welfare and developmental needs when they start with her. Also she has established systems to improve outcomes for children in relation to their starting points and capabilities. Children learn about people who are different from themselves through stories and creative activities. The childminder evaluates her provision occasionally, although, she is not using the process rigorously to support her future practice. She has been minding for over 20 years and achieved a number of relevant qualifications. The childminder has addressed the action and recommendations made at the last inspection to support improved outcomes for children. Overall, capacity to make continuous improvement is good.

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

Children of all ages are settled and content and are keen to take part in activities, such as baking fairy cakes. They also engage in free choice activities with great enthusiasm. The childminder observes the children as they play and evaluates their progress towards the early learning goals periodically, depending on how often they attend sessions with her. Planning is flexible so that any impromptu interests and experiences can be accommodated; for example, when cake making is delayed because children are still engrossed in construction and puzzle play.

Children learn about personal safety through daily routines, such as walking home from school and travelling in the childminder's car to local country parks. When on outings, children enjoy wearing high visibility vests, which means that in the event of one of them straying away from the agreed boundaries they are easy to spot.

Children develop an understanding of the importance of adopting a healthy lifestyle. They learn that they must wash their hands after touching the childminder's pets and after playing in the garden, so that they do not spread any germs, which they may have picked up. Children engage in a lot of outdoor activities in the childminder's garden, at the local recreational ground and when visiting country parks. These occasions not only support their physical well-being but enable them to learn about nature, including the habitats of animals and birds.

Children enjoy the childminder's attention and their contentment is reflected in their behaviour and mannerisms, showing that they feel safe in her care. Children show by their actions that they understand the childminder's rules and know their boundaries. They behave well under her consistent and caring approach. Children engage in a wide range of activities, which enable them to develop skills that will support their future learning. They spend long periods completing inset puzzles, jigsaw puzzles and building with construction toys. They become competent at using information and communication technology as they use child-secure internet pages and games to support their learning. Children learn to take turns, share and negotiate as they wait to play on the trampoline and use the pathway, which runs the length of the garden as a road with their cars and scooters. Children like listening to stories, often joining in with regularly read favourites. They also engage in singing along to action songs and rhymes.

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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