

## Inspection date

Previous inspection date

10/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children settle well and enjoy their time in the childminder's care. They feel safe and build secure attachments which promotes their well-being and confidence.
- The childminder effectively minimizes risks to children. Safeguarding procedures are secure.
- Clear boundaries and expectations encourage children to develop the habits and behaviours appropriate to good learners, their own needs, and those of others.
- Parents are respected and valued as active contributors to their child's learning and development.

### It is not yet good because

- Ongoing assessment of children's achievements, interests and learning styles are not always effectively linked to the planning of activities.
- Arrangements to monitor and track children's progress towards the early learning goals are not fully embedded in the childminder's practice.
- Self-evaluation does not include the views of parents and children to further assist in identifying areas for further improvement.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor areas.
- The inspector looked at children's learning journeys, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childminder and discussed self-evaluation.

## Inspector

ISP Inspection

## Full Report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives in the West Hunsbury area of Northampton with her partner and two children aged 22 months and five years. She uses the whole of the downstairs area and enclosed garden for her childminding. Sleeping facilities are provided on the first floor. The family has two pet dogs and a cat.

The childminder has a Diploma in Home-based Childcare at Level 3. She attends toddler

groups and regularly visits the park. The childminder collects children from a local school. She currently has five children on roll. Three children are in the early years age group who attend for a variety of sessions and two are school-age children who attend after school only. She is open all year round from Monday to Friday except for family holidays agreed in advance.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure assessment is linked to the planning in order to consistently provide all children with challenging activities that are fully matched to their learning needs

#### **To further improve the quality of the early years provision the provider should:**

- monitor children's progression in their learning and development more effectively by consistently tracking children's progress towards the early learning goals over the seven areas of learning
- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are happy, settle well and explore the range of available resources. The childminder has only been caring for children for a short period of time and is continuing to develop her knowledge of the learning and development requirements in order to guide the development of children's capabilities. For example, the childminder observes children to understand their level of achievement, interests and learning styles. However, assessment is not always routinely linked to the planning of activities. As a result, there is scope for the childminder to ensure that planned activities are more closely tailored to the learning needs of the children. The childminder has a general overview of children's progress. However, current systems are not sufficiently rigorous to accurately monitor and track children's progress. This hinders opportunities for the childminder to have a broad overview of children's learning over time and across the seven areas of learning. The childminder understands the requirement to complete a progress check for children aged two years.

Children are developing the skills needed to help in the next steps of their learning. The

childminder plays alongside the children and is developing the confidence to ask questions in order to further extend their learning and development. Babies use their senses to explore the world around them and show an interest in resources and activities that are visually interesting. They enjoy exploring toys with buttons, flaps and simple mechanisms and learn how to operate them. For example, babies press piano keys to activate different colours and sounds. They shake the tambourine and listen to the sound of the rain maker. Babies feel the texture of the soft, cold jelly, make marks in the sand and immerse their hands in water.

Children's attendance at toddler groups enables them to develop their social skills and relationships with other children. They attend rhyme time sessions at the library and walk to the local lake to feed the ducks. This effectively extends children's range of experiences. From a young age children are encouraged to develop their appreciation of books. They enjoy looking at picture books of animals and books with flaps. Older children are beginning to make marks on paper. The childminder encourages babies to develop their physical skills; their drive to sit, crawl, stand and walk. For example, low level equipment is provided so that babies can pull up to a standing position and push along toys encourage children to walk.

Parents are valued as active contributors to their child's learning and development. They are asked to complete 'all about me' information about their child's favourite activities and stage of development. The childminder subsequently uses this information to aid the settling-in and initial assessment process. The childminder communicates with parents on a daily basis and uses a daily diary to share and exchange information. Parents have regular opportunities to view their child's development record folder and are encouraged to contribute information about their ongoing achievements at home.

### **The contribution of the early years provision to the well-being of children**

Babies and young children form bonds and secure attachments with the childminder and her family. This is because good quality interactions and well organised routines help babies and young children feel secure and confident while in the childminder's care. For example, young children confidently approach the childminder for cuddles and reassurance when they are tired and meal and snack routines are respected. This increases their sense of well-being and promotes their emotional development well. Settling-in arrangements are flexible. Parent's views about their child's care needs are sought at the start of the placement. This ensures continuous care and supports transitions from the children's home into the childminder's care effectively. For example, information about possible allergies and food preferences are obtained. Consequently, children settle well.

The childminder's home is welcoming to children and their families. She provides safe surroundings in which children have the freedom to move and develop their play and ideas. Children play with good quality toys and use equipment which is appropriate for their stage of development. Care is taken to ensure that babies and toddlers do not have access to toys and other articles which may cause them harm. Children are beginning to

recognise dangers, for example, they are taught why it is dangerous to climb on the furniture. Behavioural management strategies are discussed with parents to enable a consistent approach. Children are encouraged to develop good manners, such as, 'please' and 'thank you' and to use 'kind words'. They play together and are encouraged to share and take turns with toys. As a consequence, children are developing the habits and behaviour appropriate to good learners, their own needs, and those of others. Children receive praise and encouragement which develops their confidence and self-esteem well.

Children are encouraged from an early age to participate in physical activities. This effectively supports children's well-being and continuing good health. For example, children bounce on the trampoline, rock their bodies on the rocker, slide down the slide and manoeuvre ride along toys in the childminder's garden. Visits to the park provide opportunities for older children to access more challenging apparatus. Children enjoy walks in the country side; they wear warm clothing on a cold day and enthusiastically jump in the muddy puddles. Children independently select resources for themselves and learn how to hold eating utensils appropriately. They are encouraged from an early age to learn good personal hygiene routines. Babies have their hands and faces wiped before and after food and older children learn the importance of hand washing in order to prevent the spread of infection. This is further enhanced by the childminder who provides individual hand towels and bedding for the children.

Children's individual dietary needs are acknowledged and met because the childminder takes account of the wishes of parents as she discusses dietary requirements with them. They are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered fresh fruit, yoghurt, pasta bake, salad, curry and rice. This promotes children's healthy growth and development. Children are encouraged to take regular drinks to ensure they remain comfortable and well hydrated.

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

The childminder is continuing to develop her knowledge of the educational programmes and the experiences required to help children progress towards the early learning goals. However, assessment is not yet routinely linked to the planning of activities and procedures to accurately monitor and track children's progress are not yet fully embedded into the childminder's practice. This impacts on children's ongoing learning and development and the quality of teaching. While the childminder has only been caring for children for a short period of time, she is beginning to reflect on things that have gone well, such as, maintaining a safe environment and forming secure relationships with the children. She has begun to identify priorities and plans for improvement. However, the childminder has not yet obtained the views of parents and children in the self-evaluation process in order to include them in identifying areas for further improvement.

Safeguarding and Welfare requirements are met. The childminder has developed a good range of written policies and procedures covering different aspects of her care, such as a behaviour management and an administration of medication policy. Each policy supports

her current practice and are shared with parents. The childminder understands her responsibilities to protect the children in her care. Effective procedures are in place for identifying children at risk of harm and liaising with the appropriate child agencies. This ensures that children are well protected and given high priority at all times. The childminder supervises the children well and has a good awareness of how to keep them safe. She is aware of children's developing abilities and ensures that appropriate safety measures are in place to avoid dangerous situations. For example, the front door and rear garden gate is secure, a safe barrier prevents children from accessing the stairs and kitchen, and children do not have access to the childminder's dogs. Consequently, children move around safely and independently.

The childminder develops positive relationships with parents and other professionals involved in supporting the children's care and education in order to ensure that all children receive consistent and complementary care. For example, the childminder supports school aged children's ongoing learning and development by practising their reading and high frequency words. Parents comment positively about the childminder's provision. They comment that children 'settle well' and are 'happy with the care and learning provided'.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY448204
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	809019
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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