

Inspection date

05/03/2013

Previous inspection date

25/02/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 3

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 are cared for in a warm, caring environment where they follow consistent routines. This encourages them to feel safe and secure.
- Children enjoy visiting groups and places of interest. This encourages their social skills and enables them to benefit from plenty of fresh air and exercise.
- Children are involved in a variety of play opportunities and experiences that are age appropriate and encourage them to progress in their learning and development.

It is not yet good because

- Planning is not consistently monitored to ensure children's developmental needs and the specific aims and objectives of activities are met.
- The views of parents are not incorporated as part of the childminder's evaluation of her service. This means that improvements and changes do not yet take full account of their views and opinions.
- The childminder does not always allow children enough time to think about questions asked in order to formulate an answer. There is scope therefore to enhance practice and extend children's language development and thinking skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the interaction between the childminder and children.
- The inspector spoke to the childminder, looked at documentation, policies and procedures and risk assessments.
- The inspector looked at aspects of safety and looked around the areas of the home used for childminding.
- The inspector looked at the children's learning journals and discussed children's progress.

Inspector

Tracey Boland

Full Report

Information about the setting

The childminder was registered in 1999. She lives with her partner and 11-year-old daughter in a village location between Daventry and Northampton. The whole of the ground floor is registered for childminding. Entrance to the premises is via the enclosed back garden, which is secured for outdoor play. The family has a cat, two rabbits, hamsters and goldfish.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four early years children on roll and of these, three attend on a part-time basis. The childminder is able to take and collect children from local schools and pre-schools. She attends parent and toddler groups. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- give time for children to respond to questions asked of them, allowing them time to extend their language and thought processes
- review and improve systems for planning to ensure activities are effectively monitored so that children's developmental needs and the aims and objectives of the activity are consistently met.

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

- expand the use of self-evaluation to incorporate the views of parents when considering areas for development.

Inspection judgements

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

Children make some choices with regard to play from a range of age-appropriate toys and resources. This helps them to make progress in their learning and development in readiness for school. Children are happy, relaxed and have formed lovely relationships with the childminder. Their individual needs and starting points are discussed with parents and recorded, enabling the childminder to provide activities that are interesting and encourage their natural curiosity. Although the childminder plans her week, routines for

ensuring that each child's learning needs and objectives are met are not robust enough. As a result, she cannot always be certain that the objectives have been met and that the activities consistently provide appropriate challenge to help children progress to their full potential. That said, children are making satisfactory progress towards the early learning goals. Parents are involved in their child's learning, which is encouraged through conversations and the use of learning journals which are available at all times. Time is also set aside for the childminder and parents to discuss the content of the journals and how children are progressing.

Children enjoy interacting with the childminder, who uses everyday routines to reinforce children's understanding of numbers and develop their counting skills. They become involved in helping to make a track for their trains, which they then move their train along. They are beginning to understand the need to be kind to each other, to share and take turns through play. Children's language is developing well and they enjoy interaction with each other. However, although the childminder talks to the children, asking them questions and talking about what they are doing, she does not always give them enough time to answer. Consequently, on occasions, children's language and thinking skills are not extended to maximum effect through opportunities for them to think about and form their response.

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

Children are relaxed within the childminder's home, which is organised appropriately to enable them to move around safely and choose their play. As a result of the positive relationships between them and the childminder, children are happy and feel safe in her care. Time spent talking to parents at the start of their child's placement ensures the childminder obtains appropriate information about their likes, dislikes and routines. These are incorporated into their day, encouraging their feeling of inclusion. Children enjoy interacting with the childminder who builds their confidence and self-esteem through regular praise and encouragement. Children are learning to share and take turns and clear boundaries and consistent reinforcement ensures they understand what is right and wrong.

Children's good health is suitably promoted. Children's individual dietary needs are met as parents provide their own children with packed lunches and through the snacks that the childminder provides. Daily routines, with regard to personal care, ensure children's comfort is maintained, for example, children's nappies are changed regularly. Daily routines, such as wiping their hands help children begin to understand about appropriate hygiene practices. Children are able to rest during the day as they need to which means their care needs are met well. Children benefit from plenty of fresh air and enjoy playing in the garden and visiting places of interest, such as the park. They enjoy a variety of toys including balls, sit in cars, the trampoline and climbing frames. They learn to move with direction, control and coordination and push themselves around the garden confidently. These activities encourage children to understand that exercise helps them to stay healthy.

Children continually enhance their social skills because they mix with other children at the

various groups they attend. These opportunities help to prepare children for the transition to the next setting they are due to attend. Children gain an awareness of their personal safety as the childminder reinforces messages about road safety when out. Reins are used for young children who enjoy walking when out and buggies have safety straps to ensure they remain safe. Children learn about fire safety because they take part in emergency evacuation procedures.

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

The childminder has a satisfactory understanding of the learning and development and safeguarding and welfare requirements. She seeks guidance and support from the local authority early years officer in implementing the revised changes of the Statutory Framework for the Early Years Foundation Stage. She values training and has arranged to renew her first aid certificate to ensure her knowledge of how to deal with accidents remains up to date. The childminder reflects on her practice and understands her strengths and areas for development. However, parent's views are not used to help her identify areas for improvement to ensure their views and needs are reflected.

Children's welfare is promoted because the childminder has a sound awareness of her role and responsibility with regard to protecting children in her care from abuse and neglect. A written safeguarding policy is in place and is shared with parents to ensure they are suitably informed of her responsibilities. Visual checks of the home are completed each day prior to the children arriving, and written risk assessments ensure potential risks are identified, with appropriate action taken to minimise them. All adults in the home have been vetted and have undertaken suitability checks. As a result, children are cared for in an environment where those present have been deemed suitable to be in contact with them, thereby safeguarding them from harm.

Positive relationships have formed with parents and regular information sharing ensures everyone is up to date with children's ever changing needs. The childminder and parents communicate effectively through face to face discussions, and messages sent via text and email. Written references from parents highlight their satisfaction with the care provided and show that the childminder provides appropriate care, which makes children happy and parents know their needs are being met. The childminder has started to develop relationships with other providers delivering the Early Years Foundation Stage. She recognises the importance of children receiving consistency in their care and learning experiences, although she has no children on roll at present who attend another setting.

The Childcare Register

| | |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| 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 action. 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

| | |
|------------------------------------|------------------|
| Unique reference number | 221366 |
| Local authority | Northamptonshire |
| Inspection number | 818194 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 25/02/2010 |
| Telephone number | |

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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, which are usually the childminder's 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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