

## Inspection report for early years provision

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<b>Unique reference number</b>	220863
<b>Inspection date</b>	12/02/2009
<b>Inspector</b>	Andrea Ewer
<b>Type of setting</b>	Childminder

## 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.

## **Description of the childminding**

The childminder was registered in 2001 and is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children up to the age of eight years. She is currently caring for three children in the Early Years age range.

The childminder lives in the Kingsthorpe area of Northampton with her husband and adult son. Care is provided on the ground floor and includes a purpose built play room, living room and downstairs cloakroom. Children share access to the fully enclosed garden for outdoor play.

The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children in the Early Years age range receive good quality care and their learning and development needs are well catered for. The childminder organises her records, time and resources to ensure children's individual needs are met. Positive relationships with parents and others involved in caring for children promote a consistent approach to their welfare, learning and development. Consequently they all feel valued fully included overall. Written policies and procedures underpin the childminder's practice. Some use is made of evaluation to continually improve outcomes for children.

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

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

- match observation and assessment records to the expectations of the early learning goals and use the information to identify the next steps for individual children, including those who attend part time, and use the information to plan activities that build on children's interests and skills
- develop the use of self-evaluation to monitor and evaluate outcomes for children and to identify strengths and priorities for improvement

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

Effective safeguarding procedures ensure children are protected from harm or neglect. The childminder has a good understanding of the signs and symptoms of child abuse and implements procedures confidently. Space is organised well and promotes children's independence. They feel secure in the child oriented play room where colourful posters, photographs and displays of their artwork create a welcoming environment in which children feel a strong sense of belonging. Older children are able to visit the toilet independently while the childminder is close enough to offer assistance if required and children have direct access to the

garden for outdoor play. Furniture, resources and equipment are in good condition and suitable for their purpose. Although the written risk assessment lacks detail, effective measures are in place to identify potential hazards and reduce the risk of accidents. The premises are secure with safety gates to prevent children leaving unsupervised and suitable fire safety equipment is in place.

Written policies and procedures are well maintained and inclusive for all children who attend. Policies and procedures are shared with parents and carers so they know what they can expect from the childminder and they understand how to make a complaint. Children's records are very well maintained and provide information that supports the childminder to meet their individual needs. For example, parents and carers give written information about children's regular routines, medical and dietary requirements. Relationships with parents and carers are open, friendly and professional. They share information about children daily and the childminder provides parents and carers with good quality information about the Early Years Foundation Stage (EYFS). The childminder has effective partnerships with the pre-school children in her care. She works closely with staff, sharing information about children, sharing skills and she often continues activities from pre-school at home. This contributes successfully to an integrated approach to children's welfare, learning and development.

Although the childminder has completed a self-evaluation it does not clearly identify strengths or priorities for improvement. She has, however, demonstrated that some systems are in place to evaluate the provision. The childminder is aware of some areas to be developed to improve outcomes for children and uses responses from parents and carers questionnaires to effect change.

## **The quality and standards of the early years provision**

Children feel secure in the welcoming and homely environment where they share friendly relationships with the childminder and each other. They develop a positive self-image as they play with resources and observe posters that show positive images of diversity. This helps children gain an understanding of our similarities and differences and respect for each other. Children are well behaved and understand what is expected of them because the childminder spends her time playing with and talking to them consistently. They respond well to the frequent praise and encouragement as the childminder effectively supports their play and posters reminding children to show consideration and respect for each other reinforce the expectations of them.

Children are active learners who purposefully engage in the stimulating range of activities provided. They make very good progress in communication, language and literacy as they look at books for enjoyment, making animal noises as the childminder points out the various pictures of the animals. Children become confident using early language as the childminder responds to their gestures and sounds and start to give meaning to marks during craft activities. They start to recognise numbers as they complete number puzzles and gain an understanding of shape as they post the shapes into the sorter. Children sing simple number songs and rhymes which helps them gain an understanding of simple calculation as they

take one away and start to use mathematical language as they decide who has the biggest tomato. Photograph's show children plant tomato's in the garden and care for them to help them grow, before eating them. As a result children are developing skills that contribute to their future economic well-being. The use of observation and assessments helps the childminder to monitor children's progress towards the early learning goals. They do not, however, link to development matters as set out in the Early Years Foundation Stage (EYFS) guidelines, to identify the next steps for children and the information is not used to inform planning for individual children.

Children's welfare is promoted very well. Good hygiene standards are maintained throughout the childminder's home and effective procedures are in place to prevent the spread of infection. The childminder has up-to-date first aid knowledge and clear procedures are in place to ensure children receive appropriate care in the event of minor accidents, for the administration of medication and if they are unwell. The childminder ensures children eat sufficient quantities of food from their packed lunch and drinks are always available which makes sure they are well hydrated and comfortable at all times. Children have many opportunities to enjoy fresh air and exercise. They develop co-ordination of their bodies as they ride on wheeled toys and climb the climbing frame with increasing confidence.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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