

Inspection report for early years provision

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Inspection date	01/03/2010
Inspector	Hazel Christine White
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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband and 11-year-old child in a residential area of Daventry in Northamptonshire. There are shops and schools within easy walking distance. All areas of the property can be used for childminding although minding mainly takes place on the ground floor which includes toilet facilities. There is a fully enclosed garden available for outside play. The family has three cats and a lizard which is not accessible to the children.

The childminder is registered to care for a maximum of six children under eight years and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, six of whom are within the early years age range. All children attend on a part-time basis. The childminder has a Level 3 early years qualification and is a member of the National Childminding Association. She also successfully achieved 'Quality First' in 2008.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled and make good progress as they take part in a broad range of interesting activities and experiences that cover all aspects of their learning and development. Resources are deployed exceptionally well and children's health and safety are promoted very successfully. The childminder provides an inclusive service where each child is valued and their individual needs known and met. She engages extremely well with parents and works in partnership with others to ensure consistency and continuity for children. Current systems for self-evaluation, observation and assessment are not yet fully effective but the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems for observations and use them to identify the next steps in children's learning
- develop the use of self-evaluation systems to further identify and improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of her role and responsibilities whilst protecting children in her care. This includes her duty to record and report any concerns and to share her child protection policy with parents on admission to the setting. Effective vetting procedures are in place to

ensure that adults in the household are suitable to be in contact with the children. Daily checks and comprehensive risk assessments ensure that potential risks to children are effectively identified and minimised both indoors and outside. A selection of written policies and procedures help to support her practice and inform parents. These work well in practice and ensure that the diversity of individuals is valued and respected. The childminder is mindful to ensure that she cares for an appropriate number of children at any one time and dedicates time outside of her childminding hours for maintaining her documentation and written records.

Children's individual needs are known and met because the childminder has formed excellent relationships with them and their parents. The daily exchange of information, both verbally and through a written diary ensures that children's changing needs are consistently supported. Parents regularly view their children's development books which contain observations, artwork and photographs of them involved in play and they are encouraged to contribute to them. Children can loan toys and equipment to continue their learning and enjoyment at home. Parents comment very positively on the service provided by the childminder, particularly her friendly nature, flexibility and excellent care she provides to the children. The childminder actively fosters relationships with staff at other settings that some children attend. This enables her to plan and implement experiences to complement and support children's learning and development when they are in her care. She regularly chats to them about the things they have done and enjoyed there and receives a copy of the newsletter to keep her up to date with important information.

The childminder is very enthusiastic about what she does and is committed to improvement. She has attended a variety of relevant training and regularly networks with other childcare professionals to exchange ideas and share good practice. The childminder has started to evaluate her practice and is constantly assessing what she provides and how it could be improved. However, systems for doing so successfully are not yet fully developed and therefore do not focus enough on the outcomes for children.

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

Children are making good progress in relation to their starting points and thoroughly enjoy their time with the childminder. She knows them very well and works alongside their parents to provide children with a broad range of experiences that help to meet their individual needs and motivate and interest them. She regularly observes children and has begun to record and assess what she sees. She talks to parents and children to gain their views and uses what she has seen and heard to help inform her daily planning. However, current methods for observation and assessment are not yet fully effective because the next steps in their learning and development are not identified. Consequently, children may not always be effectively challenged and/or supported to reach their full potential.

The extremely well-organised, attractive and welcoming environment the childminder provides creates an atmosphere that is conducive to both learning and

having fun. Children's independence and freedom of choice is effectively supported because resources are plentiful and a comprehensive selection is easily accessible to them. As a result children make lots of independent choices about their play. The walls of the playroom are adorned with posters, photographs and examples of children's work and these help the children to develop a sense of belonging and feel valued and at ease in the setting. Children are happy to go to the childminder for comfort, reassurance and support and they display high levels of confidence and self-esteem. They readily communicate their needs and desires and the childminder fosters the skills they will need in the future through good interaction and teaching them to be inquisitive. Everyday situations and routines are effectively used to promote the children's knowledge and understanding of counting, colours and shapes. They enjoy snuggling up to the childminder to listen to their favourite stories and request specific action songs which they are delighted to dance to. Children's good behaviour and effort is readily acknowledged and they show a secure understanding of expected behaviour and how to apply these. They know to be polite to one another and not call each other unkind names because it is hurtful. Children demonstrate a developing respect for themselves and others. This is fostered through their participation in a variety of activities that explore various religious and cultural festivals and customs and their easy access to a range of resources that portray positive images of diversity. For example, books, multicultural dolls and play people.

Safety is afforded a very high priority and children are taught to protect themselves through everyday experiences and a variety of thoughtfully planned activities. For example, they learn about road safety on outings and this is vigorously reinforced through role play, discussion and regular practise. Children's good health is extremely well promoted as they enjoy regular access to the outdoors, take part in lots of physical exercise and enjoy healthy and nutritious meals and snacks. They show through their actions and comments that they understand the need for good hygiene and all areas of the childminder's home are very clean.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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