

Inspection report for early years provision

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Inspection date	29/05/2012
Inspector	Ann Austen
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 1997. She lives with her husband and two children aged 17 and 15 years old in the town of Daventry, Northamptonshire. The whole of the ground floor and the first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range and of whom, no more than two under one-year-old. There are currently three children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder holds a National Vocational Level 3 childcare qualification and is a member of the National Childminding Association. She is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. She provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides effectively for children within the Early Years Foundation Stage. As a consequence, children are well cared for and make good progress in their learning and development. All required policies and procedures are in place and the childminder is continuing to develop her questioning skills, in order to fully support children's learning and development. The childminder builds positive relationships with parents. She understands the importance of liaising with professionals from other agencies and with other providers delivering the Early Years Foundation Stage to ensure children's continual progression and continuity in their learning and care. Self-evaluation is used to evaluate practice and to identify areas for 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 range of resources accessible to children and teaching strategies to fully promote learning experiences for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a clear understanding of current child protection policies and procedures. She is fully conversant with the indicator signs of abuse and the procedures to follow to report concerns. The childminder supervises the children well and shows a good commitment to promoting their safety. She completes careful risk assessments of her home and for each type of outing. Children wear high visibility jackets during outings and the childminder uses appropriate safety equipment in her home. For example, a safe barrier prevents children from accessing the stairs and a fire guard averts them from touching the fire. Consequently, children move around safely and independently. The childminder has a current first aid certificate and clear arrangements are in place for the safe administration of medicines and the recording of any accidents.

The childminder is professional in her approach to childminding. She actively attends additional training to extend her knowledge and skills, for example, the childminder has recently completed 'Every Child A Talker' training. Policies and procedures effectively support the safe management of the childminding service. Self-evaluation is used to evaluate the childminder's provision, in order to maintain continuous improvement in the quality of the care provided. The recommendation raised at the last inspection has been met. The childminder has now developed assessment arrangements. Consequently, the childminder is beginning to make more effective links between observations and identifying the children's next steps in their learning and development.

The childminder provides a child-centred, welcoming environment and acts as a positive role model to the children. She treats all children with respect, valuing the unique qualities of all the children in her care. A sound range of resources are available to support children in their learning. However, the childminder does not always structure the environment to enable children to take the initiative and become increasingly self-sufficient in selecting additional resources for themselves. This potentially limits opportunities for children to fully develop their own ideas as they play.

The childminder develops positive relationships with parents. Relationships are open and friendly. The childminder gathers relevant information about children's home backgrounds, likes, dislikes, interests and starting points, so that she can provide care according to their individual needs. Communication diaries, daily discussion and parents' evenings provide opportunities for the childminder to discuss children's on-going achievements and well-being. 'Thank you' cards and feedback from parental questionnaires commend the childminder's care. The childminder fully understands the importance of working in partnership with other professionals and providers, who deliver the Early Years Foundation Stage, in order to ensure progression and continuity in children's care and learning.

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

Children interact well and enjoy their time in the childminder's care. As a result, they are happy, settled and make good progress towards the early learning goals. Children feel safe and secure in the childminder's care; relationships are warm and caring, which effectively supports their emotional development. They learn to keep themselves safe because the childminder encourages children to talk openly about any fears and anxieties and gives them clear explanations as to why, for example, they need to evacuate the building in the event of a fire and why they need to be vigilant when they cross the road.

The childminder plays alongside children, supporting them in their learning and development. She is continuing to develop the skills required to ask challenging, open-ended questions to encourage them to think and find out more. However, this is not always fully implemented in practice and as a consequence, she occasionally misses opportunities to fully extend the learning experiences offered to children. Children are encouraged to develop their speaking skills and are beginning to make marks with crayons. They use their fingers to make marks in the sand. They look at books for enjoyment and listen to stories. Children are developing their problem solving skills as they learn to post shapes into shape sorters.

Through a range of first-hand experiences, children learn about the world around them. Children meet different individuals as they explore the local community, visit places of interest, such as the garden centre and celebrate festivals, for example, the Chinese New Year. They plant bedding plants in the garden and grow radishes and onions to learn about how things grow. Younger children explore using their senses, for example, they enthusiastically shake the ball to make it rattle and press the piano keys to hear the sound of the music. They are beginning to use their imaginations as they play with equipment, such as the dolls' house and farm.

Children's health, physical and dietary requirements are well met. They are learning to keep themselves healthy by adapting good personal hygiene routines. For example, pictorial signs remind older children to wash their hands after using the bathroom. Children's individual dietary needs are acknowledged and met because the childminder takes account of the wishes of parents as she discusses these requirements with them. Although, children currently have meals, which are provided by their parents, the childminder tries to ensure that children learn about healthy eating. Children are encouraged to drink throughout the day, which ensures that they remain well hydrated and comfortable.

Children have regular access to the outdoors for fresh air and exercise which promotes their co-ordination and fitness and they are able to rest and sleep according to their needs. Babies are encouraged to develop and refine their skills, for example, as they learn to crawl and walk. Older children participate in music and movement sessions, regularly visit the park to access more challenging apparatus and enjoy walking in the bluebell woods. Children develop their fine

motor skills and hand-to-eye coordination as they carefully move the beads around the activity maze.

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	3
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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