

Inspection report for early years provision

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Inspection date	30/03/2010
Inspector	Karen Eunice Millerchip
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 has been registered since 1997. She lives with her husband and children aged 15 and 12 years in Daventry, Northamptonshire. The whole of the ground floor and the first floor bathroom are used for childminding. There is a secure rear garden suitable for outdoor play. There are shops and schools close by.

The childminder is registered to care for six children at any one time. There are currently three children on roll, all of whom are in the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder holds a Level 3 childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes inclusive practice. She recognises and values the uniqueness of each child and ensures their individual needs are met through effective communication with parents. Children are happy and settled because the childminder ensures they have a good range of experiences to help them make progress in their learning and development. Planning is flexible and linked to information from observations, however, the next stage in learning is not readily identified. The childminder deploys her resources well so that children can make independent choices and become active learners. Effective systems are in place to evaluate the care and education provided which enables the childminder to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the links between observations and identifying children's next stage in learning.

The effectiveness of leadership and management of the early years provision

The childminder is well-organised; clear documentation and good record keeping promotes the safety and welfare of the children and supports the good quality care offered. Thorough safeguarding policies and procedures are in place to ensure that children are fully protected. Accurate daily attendance records are maintained, which addresses the recommendation raised at the last inspection. The childminder has a good understanding of her role in safeguarding children and is clear about

the procedures to put into practice when necessary and this means children are kept safe from harm. The childminder carefully supervises children as they play, making sure her home is secure so that children cannot leave unattended. Risk assessments are clear and detailed to ensure that hazards are identified and minimised. Daily checks within the home further improve children's safety.

The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure within the home environment and with family members. She has very good relationships with parents and gathers clear information from them so that she knows about children's individual needs and can provide a consistency of care. Positive written feedback demonstrates parent's high regard for the childminder and the service she offers. Parents receive written and verbal feedback on a daily basis so that they know about their child's day. Clear written policies and procedures are well-presented to share with parents so that they know about the childminding provision.

The childminder organises space and play resources effectively to meet children's needs. She has a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's growing skills. However, the information gained from observations is not always used to identify the next stage in learning, which means children may not learn as quickly as they could. Resources are checked regularly to ensure they are safe for children to play with. The childminder has a good knowledge and understanding of child development. She has a clear and realistic self-evaluation process to identify areas for future development to ensure that children have good quality experiences and are supported to make good progress. The childminder has developed systems to promote partnership working with other providers of the Early Years Foundation Stage. This ensures that continuity of care and education are maintained for children.

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

The childminder has a good understanding of children's individual abilities and interests. Children enjoy their activities with the childminder and they take part in a range of play opportunities that help them to learn and develop. Planning is in place and is flexible so that it can be adapted to focus on children's interests. The childminder observes children in their play and takes photographs of them to illustrate the activities they enjoy. This demonstrates that they are making good progress across the areas of learning and development.

Children's independence and confidence is promoted as the childminder organises toys and resources where they can access them, allowing them to be active learners and make choices about their play. Children enjoy looking at photographs of children on outings and they excitedly recall personal experiences. The childminder provides a relaxed environment where each child is valued and they have opportunities to safely explore their environment. The children are clearly comfortable in her care and this enhances children's well-being. Children enjoy

opportunities to be creative and the childminder displays their work to promote their sense of belonging and self-esteem.

Children are developing their early literacy and communication skills because the childminder makes sure they have lots of opportunities to promote these skills. For example, they understand that print carries meaning as they choose books to read independently and discuss the pictures on large posters displayed on the wall. The childminder develops children's learning by introducing mathematical concepts, such as counting and number recognition in their play. For example, children count how many pieces of train track they have and use mathematical language as they discuss how to build a track with curves and bridges. Children are keenly interested in finding out about things that interest them. Younger children enjoy exploring their surroundings and confidently operate computerised activities and push and play with toys. These experiences help children develop skills to support them in the future.

The childminder maintains a safe and comfortable environment for children to help meet their needs. Children enjoy many opportunities to enjoy the outdoor environment whilst on visits in the local community, to the local park, farms and garden centre. The childminder gathers clear information from parents about children's dietary requirements and this ensures they can eat safely. Children are learning about adopting healthy lifestyles as they explain that eating 'fruit is good for them' and talk about food grown on the allotment. The childminder is fully aware of her responsibilities to safeguard children and she helps children to understand how to keep safe, both in the home and on outings. For example, children learn about road safety when they are out on walks, and safety when near water and when visiting farms.

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	2
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

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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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