

Inspection report for early years provision

Unique reference number	220616
Inspection date	22/08/2011
Inspector	Anne Archer
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1996. She lives with her child aged six years in the village of Pytchley, near Kettering in Northamptonshire. The ground floor rooms and the bathroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding one child in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning are successfully promoted. The childminder shows a good understanding of her responsibilities in relation to child protection and keeping children safe. Partnerships with parents are well established and information is shared to enable the childminder to meet children's individual needs. The childminder has recently started to use self-evaluation to reflect on her childminding. She has accepted support from the local authority to help improve her knowledge and understanding of the requirements of the Early Years Foundation Stage and this has enabled her to improve her childminding practice. As a result, her capacity to improve is good.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing, taking into account the nature of the outing, and review it before each specific outing (Safeguarding and promoting children's welfare). 12/09/2011

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

- continue to develop assessment systems so that progress is clearly linked to the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as the childminder is able to demonstrate a good understanding of her responsibilities in relation to child protection and keeping children safe. She is very confident in her knowledge of potential concerns and in

her ability to respond following the referral and recording procedures of the Local Safeguarding Children Board. The childminder has a clear procedure for the collection of children and knows what she must do in the event of a child being lost or uncollected.

The childminder conducts regular risk assessments on her home and garden to include anything that children may come into contact with. Venues for outings are thoroughly checked before children visit for the first time and reviewed each time, although these assessments are not currently being recorded. The childminder has a suitable emergency evacuation plan which she and the children practise. She ensures that fire detection and control equipment is in working order.

Children's health is suitably promoted. The childminder holds a current paediatric first aid certificate and has a clear procedure to prevent the spread of infection and to care for children if they become unwell. She teaches children how to use and dispose of a tissue properly and to wash their hands at appropriate times. The childminder provides healthy snacks and meals in consultation with parents, taking account of children's dietary needs.

The effectiveness with which the childminder promotes equality and diversity is good. She seeks information from parents about children's welfare needs, including culture, beliefs and ethnicity, and uses the information to fully support the child. She talks to children about similarities and differences and encourages older children to help younger ones.

The childminder has improved her knowledge and understanding of the Early Years Foundation Stage with the support of a local authority development worker. She makes observations of the children as they play and uses the information to provide purposeful, challenging experiences to support their progress. However, until very recently progress was not clearly linked to the early learning goals.

The childminder engages well with parents. She keeps them informed about their child's day and completes a daily diary if they would like one. She shares children's records with the parents, which include examples of artwork, writing and photographs of them at play, as well as observations and progress reports. Parents make their own contribution through letters and comments. Links with other professionals and other providers of Early Years Foundation Stage are good and contribute to continuity and coherence of learning.

The childminder's premises are suitable for purpose and she provides a broad range of suitable, safe toys and resources appropriate for their and stage of development. She sets out a variety of activities for the children each day and has also compiled a folder of photographs of all the toys she has so that children can choose what else they would like to have out, and then they go and fetch them together.

The childminder is in the process of carrying out a self-evaluation. She has attended several training courses to support her development and other training is planned. All but one of the actions made at the last inspection have been

completed and she has put systems in place to support her ongoing improvement in relation to the recommendations made.

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

Children are settled and content and enjoy the attention of the childminder. They are provided with a good variety of toys and activities which support their learning and development.

Children develop a sense of feeling safe and of adopting healthy lifestyles through the regular routines, such as hand washing at appropriate times, having their seat belt fastened before going on journeys in the car and crossing the roads safely as they walk around the village. They also participate in regular emergency evacuation drills.

Children develop skills that contribute to their future economic well-being. They enjoy making up jigsaws and puzzles and completing card games where they have to choose the correct items in response to a question. They like to practise their writing skills, often copying a letter they are unsure about. Children enjoy listening to stories read to them by the childminder or sometimes looking at a book and reading the story themselves through the pictures.

Children visit groups with the childminder to support their socialising as they get ready to start school. They enjoy playing in the garden on the varied range of apparatus and equipment, which supports their developing physical skills. They like joining in with singing songs and rhymes and dancing to music.

Children build towers of bricks and estimate the height as they add more to it until it falls. They develop their mathematical skills further as they use fingers to add or subtract one number to or from another.

Children behave well as they respond to the childminder's good role modelling. They know when to use please and thank you and are generally kind to each other. This is because behaviour management strategies used by the childminder are consistent and take into account children's level of understanding and maturity.

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	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----