

Inspection report for early years provision

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Inspection date	26/11/2009
Inspector	Patricia King
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 1994. She lives with her husband a child aged three years and three adult children in the village of Barton Seagrave near Kettering in Northamptonshire. All of the childminder's house is used and there is a fully enclosed garden for outside play. Local amenities are within walking distance. The family has two dogs and two cats.

The childminder is registered to care for maximum of five children under eight at any one time, of whom no more than three may be in the early years age group. She is currently minding five children in this age group. She also offers to care for children aged over five to 11 years. The provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder is able to collect children from a local primary school. She is the area vacancy co-ordinator for the Northamptonshire Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This childminder fosters close working relationships with parents by providing them with excellent information about her services and their child's care and learning. She develops strong partnerships with others involved in the children's lives, for example, the local playgroup and school which positively supports children's overall development. She organises her home and daily routines to ensure that children are safe and secure and are offered innovative and challenging opportunities across all areas of learning and development. Children are happy, settled and confident because the childminder takes great care to establish all available information about them and their individual care, learning and development needs. She has established highly efficient systems to monitor and evaluate her provision and secure a real capacity to maintain ongoing development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- drawing upon an extended range of quality improvement tools that are available to continue to plan, organise and evaluate your performance to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder promotes children's safety by undertaking thorough risk assessments of her premises, all outings and activities and by maintaining vigilant supervision at all times. She gives attentive consideration to the inclusion of all children and effectively organises activities and learning opportunities so that they are fully enabled to participate safely and confidently according to their age and capability. Children are safeguarded effectively because the childminder has a robust understanding of child protection procedures and knows what to do to report any concerns.

The childminder uses an extensive and detailed range of written policies to effectively promote children's health, safety and welfare and parents are provided with copies of these important documents. All necessary records are completed efficiently and parents receive written details of their children's daily care and routines. She has established excellent systems to sensitively observe and assess what children can do, uses this information efficiently to plan for individual children's next steps and keep parents well informed of their children's progress. She values the excellent partnerships she has created with parents which means they feel fully informed and included at all times. She has established contacts with others involved in the children's lives, for example, the nursery and school which supports children's overall development.

The childminder has completed the improvement recommended at her previous inspection. She has established efficient and effective systems to evaluate and appraise her performance actively seeking comments from children and parents. She has secured a capacity for continued improvement and development of her services and has fully implemented the requirements and guidance accompanying the Early Years Foundation Stage and Framework. She is committed to personal development and embraces relevant training opportunities to support her work with young children. Consequently, children benefit from her excellent practice and make good progress in her care.

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

The childminder is knowledgeable, experienced and skilled which means she is fully prepared to offer exciting, innovative and challenging learning opportunities for children according to their individual needs and capabilities. Her home abounds with interesting and educational posters, displays of children's work and helpful relevant information. Children confidently make choices from the wealth of toys and tempting activities offered daily and enjoy a free flow of activities in the childminder's home and garden. For example, they donned their outdoor clothes to explore and experiment in the outdoors water play. Tubes, funnels and containers were filled, poured and blown through to compare sounds and effects. Splashing, splodging and marching through the water caused great glee and giggles. In this way the childminder skilfully captures children's imagination and interest to support

and extend their learning. She understands when to intervene and when to stand back which means children develop confidence to explore or seek help when they need to.

The daily programme of planned and child-led activities is organised and effectively delivered to ensure that children have real opportunities to practise and progress in numeracy and problem solving and have diverse opportunities to practise their mark making. For example, making lists in role play and recording their experiences and adventures. They have a multitude of opportunities to foster their imagination and creativity and enjoy working with a wide variety of mediums such as gloop, paint, water and sand. They positively benefit from a wide range of trips which includes visits to local shops, the library, farms, and parks which helps them learn about their community. The childminder helps the children to understand and celebrate the similarities and differences between them and others in a diverse society. They are actively engaged in fundraising for those less fortunate. In this way they are becoming aware and informed of the wider world and their place in it.

Children have excellent understanding of right and wrong in line with their stage of development and respond happily to the consistent praise and encouragement offered. They are delighted when their good behaviour is recognised which means they are spurred on to respect and help others. Children's health and welfare are effectively promoted because the childminder is an excellent role model and ensures children learn through daily routines. Children proudly talk about their work on display and the photos of them at play, which effectively promotes their confidence and self-esteem.

Children have a positive attitude to learning fostered by this inspired childminder and the exceptional range of activities provided. This results in children being active learners, creative and critical thinkers. The childminder has thoroughly implemented all aspects of the Early Years Foundation Stage including robust systems of observations and assessment to inform planning for individual children's next steps. This ensures that children achieve as much as they can in relation to their starting points and capabilities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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