

Inspection report for early years provision

Unique reference number	220762
Inspection date	31/03/2011
Inspector	Anne Archer
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 1993. She lives with her husband and adult daughter on the north side of Kettering, Northamptonshire. All areas of the house may be used for childminding although care mainly takes place on the ground floor. There is a large fully enclosed rear garden 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 up to six children under eight years including three in the early years age group. She currently cares for eight children in total including three in the early years age group.

The childminder is a member of the National Childminding Association, is an accredited childminder and holds a Level 3 Qualification in Childcare and learning. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their play and learning and their welfare is well promoted. Safeguarding systems are mostly thorough and partnerships with parents and carers are well established and very effective. The childminder knows the children well and works hard to meet their individual needs. The ongoing self reflection and evaluation of practice and completion of the recommendation made in the last inspection report confirm that the childminder's capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- review exclusion periods in the sick child policy in line with current Health Protection Agency advice to help prevent the spread of infection and maintain children's good health
- develop further the observation and assessment systems to more clearly show children's progress and next steps towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a good understanding of her responsibilities in relation to child protection. She is confident in her knowledge and understanding of potential concerns and in her ability to respond by following local Safeguarding Children Board guidance. The childminder ensures that Ofsted is informed of any changes likely to affect her registration. Visitor identification is checked and there are clear procedures for the non-

collection of children and missing children.

The childminder has a good understanding of how to keep children safe. She conducts a full risk assessment at least annually and carries out visual checks throughout each day to make sure that any potential hazards are minimised. Venues for outings including local parks and childminder groups are also risk assessed. The childminder helps children to learn how to keep themselves safe and to negotiate risk without impeding their independence, such as, when a two-year-old is determined to climb the monkey rails.

The childminder effectively promotes children's good health and well-being. In discussion she has clear procedures for caring for children when they become unwell and to prevent the spread of infection. However, her written procedure does not reflect this good practice and does not take account of the current guidelines from the Health Protection Agency in relation to exclusion periods for illnesses such as sickness and diarrhoea.

The childminder holds a current paediatric first aid certificate which she updates every three years. She is familiar with children's changing dietary needs and works very closely with parents to encourage healthy eating patterns.

The effectiveness with which the childminder promotes equality and diversity is good. She has a thorough knowledge of each child's welfare and developmental needs and uses this information to settle new children and to support their development. She works in partnership with other agencies and professionals to support children's learning and well-being. The childminder observes children at play and uses the information to provide adult-led activities to support learning, taking account of children's starting points and capabilities. However, records of achievement are not linked to progress towards the early learning goals.

Behaviour management strategies take account of children's maturity and level of understanding, are consistent and have a positive effect on children's learning and well-being. The childminder's engagement with parents and carers is outstanding. Parents are exceptionally well informed about their child's achievements, well-being and development through daily conversations and the completion of a daily diary which includes observations, photographs and other interesting snippets of the child's day. Parents are encouraged to comment and contribute to the folder and most do so.

Systems are in place to liaise with other providers of the Early Years Foundation Stage and are proving effective by enabling the childminder to provide activities which reinforce children's earlier learning experiences. The childminder's premises are suitable and safe for purpose and she strives to maintain a stimulating and supportive environment in which children do well. Resources are suitable for the stage of development and interests of the children and are well maintained.

The childminder has a professional approach to her work. Since the last inspection she has achieved a relevant Level 3 qualification. She has completed the recommendation made in the last report and constantly reflects on and evaluates

her practice to enable her to provide a good level of care and learning. This commitment shows that her capacity to maintain continuous improvement is good.

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

Children are settled, content and readily take part in planned activities or engage in imaginative play alone or together. Activities reflect children's interests and learning needs. The childminder uses her observations of children at play to provide activities and toys which she knows they will enjoy and which challenge them and so help them to make good progress in their learning and development.

Children learn the importance of safety and of adopting healthy lifestyles through daily routines. They wash their hands after playing outside and before eating lunch. They help themselves from the box of tissues when they need to wipe their nose and they know not to run indoors on the laminate floor because they may slip. When playing outside they know how to approach and sit on the swing safely and how to hold on to the monkey rails.

Children enjoy the childminder's attention and show by their behaviour and mannerisms that they feel safe in her care. They behave well under her consistent and supportive approach and are learning to control their occasional feelings of frustration when games do not go their way. Children develop valuable skills for the future as they make progress in communication, problem solving and reasoning during their play and as they think about and respond to the childminder's questions throughout the day.

Children develop a love of books as they sit on the settee with the childminder. The younger children anticipate the story and turn the page eagerly to look at the next picture while the older children read the story through the pictures, ask questions and thoroughly get involved. Children eagerly engage in imaginary play and develop problem solving skills as they try to work out how to make the blanket become the roof of their house.

Children enjoy using the large play equipment in the childminder's garden. They improve their hand/eye coordination and other physical skills as they kick the footballs to each other and also have tricycles and pedal cars to play on. They attend groups, visit friends and go on walks with the childminder which develop their socialising skills and their knowledge and understanding of the world around them.

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	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	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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