

Inspection report for early years provision

Unique reference number	220764
Inspection date	10/12/2010
Inspector	Anne Shurek
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 2002. She lives with her daughter aged three years in Kettering in Northamptonshire. The whole ground floor of the childminder's house is used for childminding. There are no access issues. They are close to local schools, shops and parks. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of three children in the early years age group at any one time. She currently minds two children in the early years age group. She also offers care to children aged over five years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are settled, happy and looked after in a caring environment. The childminder works closely with parents and gets to know the children well, which enables her to respond appropriately to their individual needs. Their welfare is basically safeguarded and they are making sound progress in all areas of their learning. The childminder has an awareness of safety issues, and most required documentation is in place. Improvements have been made since the last inspection and the childminder has realistically identified areas where she feels she needs to improve her knowledge and skills in order to develop her service further.

What steps need to be taken to improve provision further?

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

- ensure that there is a procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) 24/12/2010
- ensure that there is a procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare). 24/12/2010

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

- continue to develop observations and assessments to ensure that identified next steps are seen to inform planning for individual children
- develop systems for self-evaluation to identify strengths and areas for improvement, and to further raise the quality of care and education
- ensure that records are kept about vehicles in which children are transported, specifically with reference to the insurance details
- ensure that policies and procedures are updated to reflect the requirements

of the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

The childminder has satisfactory knowledge of safeguarding children issues and is able to implement appropriate procedures in line with the Local Safeguarding Children Board guidelines. All adults within the household have been suitably vetted which supports children's welfare. The childminder positively supports the inclusion of all children providing them with appropriate activities and experiences. The childminder has conducted written and visual risk assessments of all areas used by children inside and outside to promote their safety. Children are supervised effectively and are able to play safely in their environment, where they explore and make choices about what they want to do. Emergency evacuation plans are in place and these are practised with children on a regular basis to develop their understanding. The childminder has some clear policies and procedures relating to the day-to-day management of the setting, however not all of these have been updated in line with Early Years Foundation Stage framework to ensure that parents are fully informed of current procedures. The childminder has a complaints procedure and knows what events she must keep Ofsted informed of. However, there are no procedures in place to be followed in the event that a child is uncollected or goes missing. This is a breach of regulation and impacts on children's safety. Most documentation is maintained. Parental consents and children's details forms also ensure that all parties know about children's needs and what service is being offered. However, the childminder was unable to show her vehicle insurance certificate to confirm she was suitably covered to transport children in a vehicle. Children's good health and well-being is promoted by the childminder as she employs hygienic working practices and manages accidents and illnesses effectively. She promotes equality and diversity by welcoming all children warmly, treating them as individuals and meeting their separate needs well. The childminder has yet to formalise her self-evaluation, however she has identified areas which will benefit from further attention. This includes further training on Safeguarding issues and procedures. Children have sufficient space to play to meet their needs. The premises and resources are clean and well maintained, providing an attractive environment for the children's play and learning. Children show a keen interest in the toys set out and enjoy being able to independently select from the variety of toys stored in low level cupboards. The childminder understands the importance of working in partnership with parents and others involved in children's care to ensure practice is consistent and complemented. The childminder exchanges verbal information with parents on a daily basis and has developed a positive partnership with all parents.

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

Children are happy, confident and settled in the comfortable and relaxed atmosphere of the childminder's home. They concentrate well as they build towers using bricks, counting the bricks and then taking great delight in knocking them

down. The childminder spends her time playing with the children and has a sound understanding of their interests and individual daily routines. The childminder makes use of interaction during play to support and progress children's learning through, for example, demonstration of skills and the use of gentle questions to make children think. Children make choices in their play and have opportunities for outdoor play each day. Their awareness of the environment and appreciation of nature are enhanced as they help in the garden, growing tomatoes and carrots, and visit nearby parks to feed the ducks. The childminder recognises the importance of offering young children social opportunities. They regularly meet up with other childminders at the park or at groups to enjoy social activities. Children gain a satisfactory understanding about diversity, the community and the wider world. For example, they taste a range of foods from other cultures and take part in activities to celebrate different festivals, such as Chinese New Year. Children have access to electronic and programmable toys to support their learning, which helps them to develop skills for the future. They show curiosity as they press buttons and listen to the different sounds on the telephone booth. Children are making satisfactory progress with their learning. The childminder observes their learning and records some next steps in children's development folders. She is beginning to track their development in all the learning areas, although this is in its infancy. Children experience activities and opportunities to develop their skills suitable to their age and abilities. For example, a toddler demonstrates confidence in exploring the play area where age appropriate toys encourage interest and skill. The childminder sits at the children's level and provides encouragement and praise as she allows the child the freedom to explore. They also sing songs and share stories and books. Puzzles provide an opportunity for sorting and matching and small world figures encourage awareness of size, shape and matching in addition to imaginative opportunities. Older children undertake craft and cooking activities, baking items and creating pictures of their own design. Children feel safe and secure in the childminder's care, as is evident through their continual smiles, laughter and chatter. They respond very positively to the childminder's kind, caring and calm manner. The childminder praises and encourages them enthusiastically, increasing their sense of achievement and promoting positive behaviour. Appropriate practices are in place to promote children's health. Children learn to understand simple good health and hygiene practices as they follow the daily routine. For example, they wash their hands after using the toilet, prior to eating and when returning from outside play. The childminder is flexible in the provision of meals in line with parent's preferences. Children stay hydrated as drinks are offered routinely throughout the day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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