

## Inspection report for early years provision

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| <b>Unique reference number</b> | 220876      |
| <b>Inspection date</b>         | 16/01/2009  |
| <b>Inspector</b>               | Andrea Ewer |
| <b>Type of setting</b>         | Childminder |

## 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.

## **Description of the childminding**

The childminder registered in 1984 and is registered on the Early Years Register and compulsory part of the Childcare Register, to care for a maximum of six children up to the age of eight years at any one time. She is currently caring for five children in the early years age group for various hours and days.

The childminder lives with her husband in a house in Northampton, that is accessed by one step to the front. Care is provided on the ground floor of the house and includes a playroom, utility area and kitchen. There is a downstairs cloakroom and children share access to the fully enclosed garden for outside play. The family has one dog.

The childminder is a member of the local childminding group and attends the local toddler group on a regular basis.

## **Overall effectiveness of the early years provision**

Children are cared for in a warm and welcoming environment where they feel fully included and their individual needs are met well. They make good progress towards the Early Learning Goals because the childminder engages well with them as they enthusiastically participate in the wide range of stimulating activities. The strong partnerships with parents and others delivering the Early Years Foundation Stage to children ensure an integrated approach to children's welfare, learning and development. The childminder has some systems in place to monitor and evaluate her practice.

## **What steps need to be taken to improve provision further?**

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

- develop the use of self-evaluation to identify strengths and priorities for improvement
- match observation and assessment records to expectations of the Early Learning Goals and use the information to identify the next steps in children's learning and inform planning.

## **The leadership and management of the early years provision**

Clear, comprehensive policies and procedures are in place, including a written complaints procedure which is shared with parents. Children's records are well maintained and generally support the childminder to meet their individual needs. Some systems are in place to evaluate the provision, however, they are not yet detailed enough to identify what is being done well or priorities to be developed. The childminder has attended training in the Early Years Foundation Stage and continues to develop her knowledge by working with other childminders and staff

at the local nursery.

Safeguarding procedures are secure and ensure children's safety is given high priority at all times. The childminder has a good knowledge of local child protection procedures and understands her responsibilities in protecting children in her care from harm or neglect. The written risk assessments support the daily checks carried out. As a result outdoor and indoor spaces, furniture, equipment and toys are suitable and safe. The childminder has up to date first aid knowledge and clear procedures are in place in the event of accidents, for the administration of medication and if children are unwell.

Partnerships with parents and others delivering the Early Years Foundation Stage to children are well established and ensure each child's individual needs are met. They share information about children with parents daily, both verbally and in writing and discuss any concerns about children to ensure they get the support they need. The childminder obtains information about children's well-being, planned activities and events from the nursery children attend. This enables her to provide consistent care and at times, she continues activities which promotes an integrated approach to their learning and development. Subsequently children make very good progress in their learning and development.

## **The quality and standards of the early years provision**

Children spend their time involved in purposeful play and exploration. They participate in a varied and balanced range of adult-led and child-initiated activities based on their interests. For example, following a child's fishing trip, children sing songs and look at books about fish and act out the fishing trip to build on their interests and extend their learning. Systems are in place to record observations of each child's achievements against the six areas of learning. Although, the childminder identifies learning priorities for each child, they do not link to the Early Learning Goals to support the childminder to plan the next steps in individual children's learning.

Children share warm, friendly relationships with the childminder, who plays with and talks to children consistently, which supports their learning effectively and helps them to develop a positive attitude to learning. Children interact and communicate with increasing confidence. They talk to each other and to their parents on the phone and the childminder extends their play by suggesting they tell mummy what they have been doing. Children become socially confident during the regular visits to toddler groups, music groups and the local library where they learn to play co-operatively, share and take turns within larger groups. Children enthusiastically immerse themselves in role play. They make pizza for dinner and talk about which foods they like before finding the bowl in the play kitchen cupboard after announcing they are going to make a cake. Children count spontaneously and gain confidence in problem solving, reasoning and numeracy as they complete puzzles and the childminder measures them to make a height chart. Children confidently name the colour of the frogs and ducks on the wall. They become engrossed as they stick various media on to paper to make collages and enjoy the many opportunities for mark-making which helps to develop their early

writing skills.

Children feel secure in the tidy, organised home that provides a welcoming, child orientated environment and are well supported through the regular daily routines. Space is well organised and allows children to choose freely what to play with from an extensive range of resources. Children have daily opportunities for fresh air and are able to rest and sleep according to their individual needs. They are fully supported to develop simple good hygiene practises as part of daily routines. For example, they wash their hands at appropriate times and help to clean the table before eating. Children learn to make healthy choices about what they eat during the day as the childminder encourages them to eat sufficient quantities for their needs from their packed lunch and drinks are always available to them. They gain a very good understanding of which foods are healthy during role play. Children have drinks available to them at all times. The childminder has up to date first aid knowledge and clear procedures are in place to ensure children receive appropriate care in the event of minor accidents, for the administration of medication and if children are unwell. Effective measures are in place to keep children safe both in the home and during outings. The childminder explains during role play that children need to cut the tomato so she does not choke, waiting for the food to cool down so you do not burn your mouth and being careful near the cooker because it's hot. This shows children are learning how to keep themselves safe. Children use good manners and start to appreciate our similarities and differences as they play with the suitable range of resources that helps them value diversity.

## 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*

### Overall effectiveness

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|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

|                                                                                                   |   |
|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 2 |
| How well are children helped to enjoy and achieve?                                                    | 2 |
| How well are children helped to make a positive contribution?                                         | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 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](http://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