

Inspection report for early years provision

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Inspection date	04/05/2011
Inspector	Melanie Eastwell
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 1985. She lives with her husband and twin daughters aged 19 in Irchester, Northamptonshire close to shops, schools, parks and public transport links. The whole of the ground floor of the childminder's house is used for childminding. The family have a rabbit and two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range and she is currently minding six children in this age group. She also provides care to children aged over five years to 12 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has developed a good understanding of each child's needs which makes sure that she is successful in promoting their welfare and learning. Children are safe and secure and they enjoy the childminder's sensitive, gentle and inclusive interaction with them. The partnerships with parents and with other providers delivering the Early Years Foundation Stage are strong and are significant in ensuring that the needs of all children are met. This means that children progress well, given their age, ability and starting points. The childminder has implemented systems to evaluate her practice and to identify her priorities for future development resulting in her provision being responsive to the children's needs.

What steps need to be taken to improve provision further?

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

- develop further the system for observation and assessment to cross reference the next steps identified in order to clearly demonstrate children's progression
- ensure that each type of outing is included in the risk assessment.

The effectiveness of leadership and management of the early years provision

The childminder organises the care of the minded children in such a way that enables her to give each one a good deal of individual attention. She has devised well-thought-out and organised documentation, policies and procedures that underpin her daily activity with the children. Safeguarding is given high priority. All the adults in the household have the required clearances in place and the

childminder has written risk assessments that underpin her awareness of managing the children's safety. However, although, the childminder carries out risk assessments for every outing she takes the children on, each type of outing is not currently recorded in the document. Children's welfare is safeguarded. The childminder understands the importance of following the Local Safeguarding Children Board guidelines in the event of any child protection concerns. Children are able to make their own choices and decisions about their play. The childminder's good deployment of resources and effective use of the available space promotes children to make these choices, to explore and to be curious. For example, children are able to move freely between the living room, the dining room and the conservatory. Each area has resources set out that are appropriate for the children's ages and they are confident to make decisions about their play.

Children benefit from the effective partnerships the childminder has built with their parents and with other providers of the Early Years Foundation Stage who are involved with them. Parents are provided with detailed feedback each day about their child's routine and the activities they have participated in. She seeks information from parents regarding their child's progress at home that is incorporated into the planning of future activities for individual children and parents have regular access to their child's record of achievement. The childminder supports parents whenever she can and she has received positive and complimentary comments from them regarding her commitment and the quality of the care their children receive. The childminder has a long standing, effective working relationship with the local pre-school. She shares information alongside parents regarding activities, topics and children's progress. This effective partnership working ensures that children enjoy a smooth transition and a consistent approach which develops their feelings of confidence and security.

The childminder has successfully implemented procedures for her to evaluate her daily activity with the children. She identifies her areas of strong practice and she demonstrates a good capacity for continuous improvement. She is keen to continue to develop her practice and has identified her priorities. She has addressed the recommendation made at the previous inspection. For example, she consults with the children about matters that affect them and asks them for ideas of activities they would like to do. These ideas, such as, the use of the trampoline, sewing and badminton have been incorporated into the planning for older children. She has sought the views of parents through the use of questionnaires and received complimentary comments about their children's experiences with her.

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

Children are happy and settled in the childminder's home. They clearly demonstrate that they feel safe in her care. For example, they are confident to move around between their chosen activities, they are familiar with the daily routine and they approach the childminder for comfort and reassurance when they need it. Children are provided with a good range of play materials that provide sufficient challenge and are easily accessible. They enjoy looking through the boxes and choosing what they want to play with. For example, they choose the

larger construction bricks and play sets, they try to put the train tracks together and organise the small characters in the toy house. Young children explore interactive toys and they laugh and smile when the toy plays music after they press the button. The children thoroughly enjoy the positive interaction from the childminder during their play. She sits on the floor with them encouraging them to persist in their activity. She talks to them about what they are doing and is able to anticipate when the need arises for rest times, food and changes of activity. Children begin to learn about being safe. For example, the childminder encourages them to help tidy away when they have finished playing and she talks to them about road safety when out walking. She maintains high levels of supervision to ensure their safety. However, she allows children to try out new experiences and to challenge themselves. For example, monitoring toddlers carefully who try to get onto the small rocking horse themselves.

Children are beginning to learn about how to manage their own personal hygiene. The childminder talks to them about germs and ensures that they wash their hands after using the toilet. Children are protected from cross-infection because the childminder has very high standards of hygiene in her home and she follows effective procedures for nappy changing, such as, using the children's own changing mats and wearing gloves. Children's dietary needs are managed well. The childminder discusses any specific dietary issues with parents to ensure she offers a range of suitable food and drinks that are varied and nutritious. All children are treated as individuals and with great respect. The childminder knows them all very well and she is effective in meeting their individual needs. She supports them to work together and to share and she organises the available space to allow children of different age groups to be together but are able to pursue their own activities. For example, she has divided the garden by the use of a low fence to allow the toddlers to play with ride on toys on the decking area while the older children can use the lawn for football or badminton. The childminder is skilled in managing the needs of children who are of different ages. For example, she enjoys offering cooking activities to them. She feels that this brings the children together as they can all take part and enjoy the results of the activity. Children begin to learn about the wider world and diversity. The childminder plans appropriate art and craft activities for the children to engage them in the celebration of festivals including Diwali, Chinese New Year and Shrove Tuesday. The play provision includes plenty of resources that celebrate diversity, such as, small world characters, dolls and books.

The childminder carries out informal planning of the activities for each child. She knows them all well and ensures that she provides a good range of activities to promote their development across the six areas of learning. She uses the Practice Guidance document alongside the children's interests to help her identify their next steps in learning. Each child has their own file that contains written observations, photographs and samples of their work. These are well presented and the observations are stored under each of the six areas of learning. Every three months she completes a progress report for each child that is shared with their parents and is used to help her identify individual next steps in learning. These next steps are re-visited informally. However, the childminder does not currently cross reference the next step with the new observations she makes to ensure that children's progress is clearly evident. The children demonstrate that they enjoy

being in the childminder's home. They respond very positively to her gentle and sensitive interaction with them and this promotes their feelings of confidence and well-being.

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
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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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