

Inspection date	09/10/2012
Previous inspection date	30/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled. They show good levels of independence, curiosity and imagination and they demonstrate positive behaviour.
- The childminder demonstrates a good understanding of how young children learn and she makes the most of opportunities to promote each child's learning through play, reading books and group activities.
- Effective use is made of the available space and resources to promote children's own choices and interest to explore.

It is not yet outstanding because

- The involvement of children's parents in their learning journey files has not yet been fully embraced.
- The childminder's systems for self-evaluation have not yet been fully applied to enhance sustained and continuous improvement.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the kitchen, hallway, living room and in the garden.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journey files, a selection of policies, children's records and other documentation.
- The inspector took account of the views of parents through reference letters.

Inspector

Melanie Eastwell

Full Report

Information about the setting

The childminder was registered in 1996. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two adult daughters, one of whom is also a registered childminder, in the Abington area of Northampton and uses most of the ground floor and one bedroom upstairs for childminding. There is an enclosed rear garden for outside play.

The childminder has completed basic training including first aid and child protection. She attends local groups with the children, and visits the local park and the shops on a regular basis. She takes children to, and collects them from, the local pre-school.

The childminder currently has five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder works all year round from 7.30am to 6.30pm Monday to Friday except for holidays that are agreed in advance. She holds an National Vocational Qualification at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- expand the systems for self-evaluation to enhance continuous improvement.
- extend the partnerships with parents to clearly identify their contributions to their child's progress in the learning journey file.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder demonstrates a strong understanding of the seven areas of learning. She works well with her co-minder and they provide a good range of activities for the children that engage them and capture their interest and she recognises that children learn through their play. Children enjoy playing outside in the garden where they have access to a wide range of resources that promote their physical skills. The childminder supports them to explore and to try out new experiences. For example, a toddler is keen to use the low-level trampoline. The childminder encourages them to climb on and holds their hands. She uses positive language and facial expressions saying 'jump! The child flexes their knees and makes small jumps on the trampoline while laughing and giggling with the childminder. This gentle encouragement supports very young children to be confident.

Children's language development is fostered by the childminder because she talks to them both during their play and during daily routine tasks, such as when preparing their snack. For example, she discusses the fruit they are having at snack time. Older children proudly name the fruit when they see it, calling out 'apple' and 'banana'. During a play dough activity the childminder demonstrates how to use new equipment, such as play dough tools. She shows the child how to load up the tool and then explains that they must push hard to get the dough to ooze out from the nozzle. The child shows their interest by being keen to try to do this themselves and wanting to re-fill the tool to squeeze it again.

The childminder has developed effective systems to monitor individual children's progress in their learning and development. Each child has a file that contains photographs and

monthly summaries under each of the seven areas of learning. The photographs display the good range of activities the children take part in and these are often linked to the summary of development. The childminder is familiar with using the Development Matters document to assist her in identifying appropriate next steps for each child. Information about each child's learning at home is sought from parents when the children first start attending and they are welcome to look at their child's file at any time. Parents keep the childminder informed of their child's progress at home but although this is discussed with the childminder, the parents comments are not clearly identified in their child's learning journey file.

The contribution of the early years provision to the well-being of children

Children are ably supported by the childminder and her co-minder to feel secure in their home. They separate happily from their parents. The childminder seeks all relevant information about their routines and their likes and dislikes and this contributes to their individual needs being met. Children develop a sense of belonging and feel that they are valued because the childminder takes time to speak to them individually and to take part in one-to-one activities during the day. For example, she invites an older child to take part in a matching game with her. The child is enthusiastic in their involvement, recognising a series of vehicles on cards and matching them with the same vehicle on a poster. The childminder extends the activity by encouraging the child to name the different vehicles as they match them.

The children behave well because they are provided with an abundance of play materials and resources. The childminder knows them well and she is aware when they require changes to the games. Children begin to show care and concern for each other. For example, during outside play in the garden a toddler calls out to their friend by name to join them on the play equipment. Children's independence skills are developing. They sit together to eat and are supported to be independent in the bathroom.

The childminder takes the children on regular outings to local parks and groups as well as on organised trips to farm parks. Children are supported to be independent and confident in situations away from their main care setting because the childminder has developed close links with the local pre-school which begins to help them prepare for starting school.

The effectiveness of the leadership and management of the early years provision

The childminder demonstrates a good understanding of the safeguarding and welfare requirements and she takes active steps to promote children's safety and well-being. She also has a strong understanding of how to implement the learning and development requirements for each of the children in her care. The childminder has recently completed refresher training in safeguarding and she is keen to keep her knowledge up to date. She has taken positive action on the recommendations made at the previous inspection and she is committed to continuously improving her childminding service to ensure she continues to respond to the children's needs. However, she does not as yet have rigorous systems for self-evaluation in place to enhance continuous improvement.

The childminder works hard to promote effective working partnerships with the children's parents. They report complimentary comments about the childminder's service through written references. She seeks relevant information from them before their child starts attending and she provides daily verbal feedback about the activities their child has enjoyed as well as information about their daily routines. She has a positive partnership with other providers delivering the Early Years Foundation Stage to the children in her care, with whom she shares relevant information about the planning for children and any current themes. This contributes to a consistent approach and a smooth transition for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	220971
Local authority	Northamptonshire
Inspection number	818185
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	5
Name of provider	
Date of previous inspection	30/04/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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