

Inspection report for early years provision

Unique reference number	220971
Inspection date	30/04/2009
Inspector	Jan Burnet
Type of setting	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 was registered in 1996. She lives with her husband, adult daughter and 15-year-old daughter. They live in Abington, Northampton. The whole of the ground floor is registered and a first floor bedroom is used for sleeping children. There is a ground floor toilet. A back garden is used for outdoor play. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for six children, of whom three may be in the early years age group. She is currently minding three children aged under five years. All attend on a part-time basis. The childminder is able to transport children to and from a local primary school and pre-schools. She attends local groups that operate for childminders.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The childminder generally promotes children's welfare and care needs sufficiently, however not all aspects relating to risk assessments are in place. The childminder generally meets the individual developmental needs of children in the Early Years Foundation Stage (EYFS) appropriately. Information obtained from parents helps her to identify and address children's differences and she ensures that children gain an awareness of diversity. The childminder is aware of her strengths and areas for improvement and her commitment to continuous improvement is sound.

What steps need to be taken to improve provision further?

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

- make sure that safeguarding knowledge is up-to-date in order to implement a safeguarding policy and procedure in line with Local Safeguarding Children Board guidance and procedures
- make sure that a risk assessment covers anything with which a child may come into contact; with specific reference to the current accessibility of the greenhouse
- develop systems for assessing young children so that information from observation and assessment, and from parents, is used to inform planning for next steps in their learning.

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

- ensure that the suitability is checked of all people living on the premises aged 16 years and over (Suitable people) 30/04/2009
- keep a record of the risk assessment, clearly stating when it was carried out and any action taken following 30/05/2009

a review or incident (Documentation).

The leadership and management of the early years provision

The childminder provides a welcoming, generally safe and secure environment. She is aware of her responsibilities with regard to supervision of children at all times, particularly in the garden as the lawn is accessed via steps. However, children's safety is not fully addressed because a greenhouse in the top corner of the garden has not been made inaccessible to children. The childminder checks the premises on a daily basis, however, a written risk assessment record is not kept. Other required records for the safe and efficient management of the provision are in place and are well maintained. The childminder has a general awareness of ensuring that children are protected from abuse, but she is not aware of up-to-date safeguarding procedures or the Northamptonshire Safeguarding Children Board procedures and potentially this compromises children's welfare. The requirement to ensure that all adults living in the household have completed suitability checks is not being met. The process for this has been initiated but has not been completed.

The childminder identifies her strengths to include the ability to build close relationships with children and to ensure that children are always closely supervised. In order to improve her knowledge and skills she attended EYFS training and first aid training in 2008 and she is currently working towards a NVQ 3 qualification. At the time of the last inspection one recommendation linked to the self-evaluation was made. Following an evaluation of her service, her recent and current priority is to improve her knowledge of EYFS.

The partnership with parents and carers is satisfactory. Information on required policies and procedures is shared. Most are contained in a portfolio provided for parents and include complaints, equal opportunities and behaviour management. The portfolio also contains insurance information, training certificates, infectious illness information and references from parents of children cared for in the past. Information on a notice board includes, 'What to do if you are worried a child is being abused - Summary'. An Ofsted poster with contact details is also displayed alongside the registration certificate and a copy of the complaints procedure. Information on each child includes good detail on their individual care needs. Books containing photographs and some observations are being developed in order to track children's progress. The childminder understands the need to develop positive links with other professionals involved in the care and education of the children.

The quality and standards of the early years provision

Children are making sound progress as the childminder ensures that they have daily access to activities and resources that are appropriate for their different stages of development. She is developing her knowledge of the EYFS learning and development requirements in order to ensure that children make progress across

all areas of learning. However, systems for observation and assessment are not fully effective for identifying children's stages of development over the six areas of learning and so the childminder does not yet use her own and parents' information to plan for their next steps.

Children play happily and space is used effectively. The childminder is currently caring for babies but she also has experience of caring for older pre-school children. She ensures that children have access to resources that meet their different needs. The lounge is the main play area and a conservatory is used in good weather so that the children can freely choose to play indoors or in the garden. Children learn colours and shapes as they play and counting is continually encouraged. Their social development is promoted effectively at groups and they learn to share and take turns. Their emotional security is given a high priority and the childminder organises a good settling-in procedure. Children benefit from learning and play opportunities through a variety of visits and outings, for example, the childminder takes children swimming when ratios allow a one to one, and they visit the park and soft play centres. Children enjoy looking at books. Their creativity is promoted as they have access to imaginative play resources and some art and craft materials.

Hand and eye coordination is developing as children play with stacking toys and posting boxes. The development of their senses is promoted as they play with bright and colourful toys that make different sounds and are made up of different textures. Manipulative skills are practised as they play with safe small toys and play dough. Children make marks with pencils and crayons. They participate in regular physical play activities and they learn to understand and adopt healthy habits such as good hygiene practices. Children learn how to keep themselves safe, for example, road safety and why it is important to practise the fire drill.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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