

Inspection report for early years provision

Unique reference number	220992
Inspection date	20/01/2009
Inspector	Andrea Ewer
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2000 and is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently caring for two children in the early years age range.

The childminder lives with her family who include her husband and three children aged 10, 13 and 15 years in a house in Northampton. Access is to the front of the house up one step. Care is provided on the ground floor in the through lounge and children have access to the downstairs cloakroom. They share access to the garden for outdoor play.

The childminder is a member of the National Childminding Association and is working towards National Childminding Quality First quality assurance scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder knows each child well and promotes all aspects of their welfare and learning with success. Children are safe and secure at all times and enjoy learning. The partnership with parents and the local school are a key strength and contributes significantly to ensuring that the needs of all children are met very well. Subsequently children make good progress, given their age, ability and starting points. Some systems are in place to monitor and evaluate the service being provided.

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 clearly identify strengths and priorities for development to improve outcomes for all children
- match observation and assessments to the expectations of the early learning goals to support effective planning and suitable learning experiences for each child.

The leadership and management of the early years provision

The childminder has a secure understanding of safeguarding procedures and her role in protecting children from harm and effective measures are in place to ensure potential hazards are minimised. The thorough risk assessment supports the visual checks carried out daily by the childminder and successfully eliminates risks and makes sure children are safe both in the home and during outings. Records, policies and procedures are well-maintained and support the childminder to meet children's individual needs. Some systems are in place to monitor and evaluate the childminder's practice. For example, she is currently working towards a quality assurance scheme and regularly attends training to update her professional skills,

knowledge and understanding. She has recently attended training workshops such as Introduction to the Early Years Foundation Stage for childminders and Protective Behaviours. She has not yet, however, completed a self-evaluation to identify her strengths and priorities for improvement.

Children are extremely confident and self-assured. They feel highly valued as individuals and make excellent progress because the childminder works hard to make sure their welfare, learning and development needs are met thoroughly and they are all fully included. The childminder is aware of each child's abilities and skilfully ensures they can all participate in all activities of their choice.

Strong partnerships with parents, the nursery and school minded children attend ensures continuity between all settings. Children's progress records are shared with parents periodically and the childminder obtains information from the nursery about planned activities which enables her to continue activities that reinforce children's learning. Subsequently children's social, emotional and educational needs are addressed very well and parents are able to support their children's learning and development at home.

The quality and standards of the early years provision

Children's welfare is promoted very well. The home provides a welcoming environment where they share warm and caring relationships with the childminder and their peers. Good hygiene standards are maintained throughout the home and children carry out simple personal hygiene practices as part of daily routines. They gain a good understanding of healthy eating as they enjoy well-balanced meals and snacks and learn about the food cycle as they visit the childminder's allotment where vegetables are grown. Good attention is given to ensuring children have fresh air and regular exercise where they develop their physical skills. They regularly go out for walks and enjoy visits to the local park or play in the garden where they jump energetically on the trampoline and climb on the large apparatus. Space is organised effectively to allow well-spread activities and gives scope for free movement. Resources are readily accessible and enables children to initiate their own play and develop their ideas.

Children benefit from consistent, friendly interaction with the childminder who supports their play very well, which leads to children developing a positive attitude to learning and behaving well. They play purposefully with the stimulating and imaginative range of activities that they enjoy and meets each child's individual play and development needs. For example, they concentrate well as they paint the pieces of a bird house from a modelling kit, comparing the various shapes and working out, with help from the childminder, how to fit the pieces together. They set up the farm carefully placing the fences and buildings and grouping the animals together before naming and making the correct animal sounds as they move them around. They move on to look at books about farm animals and sing songs such as 'Old MacDonald had a farm'. This helps children make effective links in their learning. Records of children's progress are based around each area of learning and show what they can do. The childminder has started identifying the next steps for each child's development and provides activities that build on skills children already have, however, they do not link clearly to the development

matters as set out in the Early Years Foundation Stage framework. Children acquire good habits as active, inquisitive and independent learners and make progress in communicating, numeracy and communication technology. They start to name shapes as they draw around and cut them out. Children often look at books for enjoyment and start to understand that text carries meaning as the childminder sounds out simple words. They confidently tell the childminder that they learned about the letter 'a' at nursery, name items beginning with 'a' and point out the letter on the alphabet poster.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.