

Inspection report for early years provision

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Inspection date	12/10/2009
Inspector	Claire Jenner
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 1997. She lives with her husband and children aged 18 years and 15 years in a village in Northamptonshire. The whole of the ground floor is used for childminding and there is level access to the property. There is a fully enclosed rear garden for outside play.

The childminder is registered to care for six children at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. All of whom attend on a part-time basis. The provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

The childminder attends a local childminding group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and welcoming environment and they make good progress in their learning and development. Children are valued as individuals. Positive relationships with parents supports the exchange of information relating to children's care, so helping to ensure their specific needs are met. The childminder is enthusiastic and committed to her work. She strives to continually improve her provision for children through regular attendance at training and taking part in quality assurance schemes. She has begun to implement systems to enable her to evaluate her provision and has begun to identify some areas for development that will further enhance her service to children.

What steps need to be taken to improve provision further?

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

- extend systems to ensure observations are used effectively in order to plan for children's next steps
- develop systems for self-evaluation and reflective practice to further identify strengths and priorities for improvement that will continue to improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

All children's welfare, care and safety are well promoted because the childminder has taken positive steps to minimise potential hazards and keep children safe. For example, she undertakes daily visual checks and maintains clear written risk assessments of the premises and resources. The childminder has a good

understanding of safeguarding children and action to be taken should she be concerned about a child. She shares a written and verbal policy with parents and relevant records are clearly maintained. The childminder follows robust procedures to ensure all household members are suitable to have regular contact with children.

Documentation and record keeping are well presented and organised. Children's individual details are kept separately to ensure confidentiality and are regularly updated to ensure all information is relevant and correct. Parents are provided with good information about the childminder's service including clear written and verbal policies and procedures. The childminder spends time talking to parents and gathering information before each child is cared for which enables her to find out about children's individual interests and abilities. A clear settling in process ensures children settle quickly with her. Parents continue to be kept well informed about their child's daily routine through the use of daily diaries. In addition to this parents have easy access to their child's individual file which contains photographs, art work and information on their learning. The childminder is aware of her responsibility to ensure she works in partnership with other professionals and providers in order for children to receive a co-ordinated service.

The childminder effectively equips a welcoming and safe indoor and outdoor environment in which children can play and learn. Children confidently move around the identified play space and have easy access to a broad range of toys and resources which are attractively displayed in low level boxes and shelves. As a result, they are able to make independent choices of what they wish to play with. An book containing photographs of equipment and resources provides an additional way for children to indicate their preferences. The childminder is committed to providing good quality care for children and keeps up-to-date with current child care practices through attendance at workshops, training and close liaison with development and support officers. She has successfully addressed all recommendations set at the previous inspection, so improving outcomes for children. The childminder has begun to reflect on her practice through the use of self-evaluation. However, these systems are not yet sufficiently robust to enable her to clearly identify all areas for further development.

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

Children are well supported by the childminder as she has a secure understanding of the Early Years Foundation Stage. She provides good opportunities for children to engage in a range of adult and child-led activities both within and outside of the home. The childminder observes children on a regular basis in order to identify their learning needs. However, she does not yet use these effectively in order for her to consistently plan for their next steps. The childminder knows the children well and supports them in their play. For example, as a young child determined to sit on a chair without assistance strives to develop her independence. The childminder provides time and space for the child and enthusiastically applauds her when she achieves her goal.

Children are happy and comfortable in the childminder's home and develop warm and positive relationships. The childminder interacts well with the children and engages herself in their play. For example, a young child chooses a book from the broad range available on the shelves and takes it to the childminder to read together. Children's early communication is effectively promoted because the childminder talks about the familiar pictures in books and encourages children to sing simple rhymes and songs. Children enjoy tactile and messy play as the childminder makes use of a range of materials and resources. Young children enjoy the feel of pasta between their fingers and bang and squeeze the play dough to make different shapes. Regular opportunities are provided for children to socialise with others during visits to toddler groups and activity sessions and they benefit from learning about the wider community during trips to the local library and shops. Children develop positive attitudes to people's similarities and differences through discussions and access to toys and resources which reflect the wider society. The childminder demonstrates a good awareness of supporting children with additional needs and has attended numerous training events to further improve her knowledge and understanding.

Children are developing a good understanding of how to behave responsibly through clear and consistent messages provided by the childminder. Their confidence and self-esteem is promoted as the childminder celebrates children's positive behaviour and achievements. They learn how to keep themselves safe as the childminder reminds them of safety rules within the home and they learn the importance of good hygiene through daily routines. Such as, washing their hands before eating and brushing their teeth after they have finished. Children's health is effectively promoted through the provision of appropriate snacks and meals and the childminder works closely with parents to ensure individual dietary needs are met.

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

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

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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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