

Inspection report for early years provision

Unique reference number	221192
Inspection date	05/08/2009
Inspector	Kristin Hatherly
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 1993. She lives in the New Duston area of Northampton. with her husband and two adult children. Local facilities within walking distance include schools, shops, library and parks. She visits the local parent and toddler group, friends and other childminders. The minded children have access to the ground floor only including the lounge, playroom, bathroom and kitchen. There is a secure garden for outdoor play. Access to the house is via a small step.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for five children at any one time and is currently caring for four children for a variety of sessions.

Overall effectiveness of the early years provision

The overall quality of the provision is outstanding. Children benefit from the childminder's commitment to providing an extremely professional, inclusive service to each child placed with her. Their welfare needs are exceptionally well met and they make excellent progress, given their age and starting points, in their development and learning. Extremely effective partnerships with parents ensure that the childminder fully understands each child's needs and developmental stage to enable her to successfully care for them. The childminder's regular use of reflection and self-evaluation and her keenness to seek out and attend training to aid her personal and professional development help to ensure that the service she offers to children and their families is able to cater for their ever changing needs.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop a link to the planning for the next steps in children's learning recorded in their portfolios.

The leadership and management of the early years provision

The childminder ensures that all documentation is in place and regularly updated in order to promote the welfare of children. She has a good understanding of safeguarding issues and the Local Safeguarding Children Board procedures are readily available and parents are informed of her responsibility towards the children in her care. She has an up-to-date First Aid Certificate. All of which means children are kept safe from harm. Furthermore, children are kept safe at all times through the childminder's good understanding of her responsibilities and constant supervision.

The childminder recognises the importance of working in partnership with parents and carers to ensure that children's needs are met and they are kept informed about their child through daily diaries for children under three years, verbal feedback at the end of sessions and access to their portfolios. This is further enhanced through regular questionnaires given to the parents and the children to assist her in reviewing her practice and ensuring that all the children's needs are met. The childminder has gained a Quality First Level 3 qualification and continues to attend training courses to support and further develop her childminding practice.

The quality and standards of the early years provision

The childminder supports children's welfare, learning and development exceptionally well. She is fully committed to helping children progress in their learning and development and her extensive records show observations, photographic evidence and assessments of children's development. Furthermore, the childminder liaises with the children's schools and nurseries to ensure continuity of care and education. As a result, children make very good progress towards the early learning goals in relation to their starting points and capabilities. The well thought out activities, covering the six areas of learning, are planned taking account of children's interests and learning styles ensuring that each child enjoys each activity and is suitably challenged by it. However, the next steps in children's learning are not effectively linked to the planning.

The childminder interacts very well with the children, asking questions and engaging them in conversation to support and promote their language and communication skills. Children are able to independently choose from a very good range of resources which promote their understanding well. Children's creative abilities are promoted through a variety of craft activities.

The childminder provides an inclusive environment where each child is valued. She develops children's learning by introducing mathematical concepts such as counting and simple problem solving in their play. These simple activities lay the foundations to support the children's future economic well-being.

Children learn how to keep themselves healthy by taking regular drinks, eating nutritious foods and by participating in physical exercise which may be in the garden, at the park or on outings. They are also encouraged to adopt good personal hygiene routines, such as washing their hands before they have something to eat and have individual towels and flannels to prevent the spread of infection.

Children learn how to keep themselves safe on the walk to and from school. Knowledge and understanding of the world is gained on outings in the locality through visits to groups and participating in community events and enjoying activities and resources which promote diversity and disability.

Children learn about the consequences of their behaviour and are encouraged, through consistent management, to be caring and kind to each other. They are

able to make choices and decisions about their care and the activities they participate in which encourages them to become active, inquisitive and independent learners. Children's welfare is very effectively supported by clear, comprehensive procedures and policies and by the consistent good practices of the childminder.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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