

Inspection report for early years provision

Unique reference number	221297
Inspection date	08/12/2009
Inspector	Jan Burnet
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 1996. She lives with her two children aged 15 and 11 years in a village location to the north of Northampton. A designated playroom, smaller adjacent room and a conservatory are used for childminding. There is a ground floor toilet. A fully enclosed garden is used for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children aged under eight years at any one time and three may be in the early years age group. There are currently three children in the early years group on roll and of these, two attend school full-time. The childminder also cares for seven older children and three of them are aged under eight years. She walks or transports children to and from a local school and attends toddler groups.

The childminder is a member of the National Childminding Association and the Northamptonshire Childminding Network. She holds a Level 3 Early Years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's understanding of the Early Years Foundation Stage (EYFS) is superior and children's welfare and learning and development needs are met excellently. Inclusion is embedded throughout her practice and comprehensive information obtained from parents helps her to identify and fully address children's differences. The childminder's strengths are extensive but she still strives to improve the service that she provides for children and their parents. Her commitment to continue to monitor and extend her practice within her childminding supports the development of children's care and learning extremely well.

What steps need to be taken to improve provision further?

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

- extending the detail in the parents' copy of the complaints procedure.

The effectiveness of leadership and management of the early years provision

The childminder provides an extremely welcoming environment and outstanding measures are in place to promote children's safety and health. She is fully aware of her responsibilities with regard to supervising the children in her care and ensures that children are never left unsupervised with a person who has not been vetted.

Welfare requirements are exceptionally well met. A comprehensive written risk assessment identifies how potential hazards have been identified and thoroughly addressed in the home and on outings. Superior systems are in place to ensure that children are safeguarded. The childminder makes sure that parents are aware of her clear safeguarding procedure and the Northamptonshire Safeguarding Children procedures. She is fully aware of her responsibilities and keeps her child protection knowledge up-to-date. The childminder makes sure that resources meet the different developmental needs of children very well.

The childminder places a high emphasis upon her own professional development, for example, she holds a Level 3 Early Years qualification and has completed recent training on child protection, food safety, EYFS and first aid. Systems for monitoring and self-assessment are very good. The childminder received an outstanding outcome at the time of her last inspection, but she continues to strive for improvement. She is highly successful in ensuring that all children make as much progress as they can in relation to their starting points. Policies and procedures fully support the safe and efficient management of the provision, they are detailed and regularly reviewed. All paperwork is exceptionally well maintained.

Information provided for and obtained from parents is excellent. A portfolio contains valuable information, including a full range of policies. Parents also receive copies of these in a parents' pack, however, detail on the required response timescales to written complaints is not included in their copy of the complaints procedure. The childminder seeks the views of parents about the provision, verbally and with a questionnaire. Feedback is requested on settling-in, activities and equipment, the daily routine, safety and cleanliness, methods for managing behaviour and equality.

The childminder encourages children to gain an understanding of difference, for example, she provides resources that reflect different cultures and disability and children gain an awareness of different religious and cultural festivals. In discussion, the childminder explains how she ensures that the needs of children with special educational needs and/or disabilities, and English as an additional language are met. For example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. She makes sure that parents are very well informed about their child's achievements, progress and general care on a daily basis.

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

Children make very good progress because the childminder has superior systems in place to ensure that they enjoy, interact and learn from the extensive range of activities that she provides. The quality of planning for individuals is of a very high standard and the childminder takes into account children's different interests. Books are kept for individual children and contain recorded observations, photographs and next steps planning. The childminder also completes a daily diary

for all early years children and entries are made by the children's reception class teacher as well as parents. Resources are stimulating, challenging and age-appropriate. Children's independence is promoted as they have opportunities to make decisions on what they would like to play with and are able to self-select.

Children's personal, social and emotional development is strong. Young children are happy and settled because the childminder fully addresses their emotional security. Parents are encouraged to settle their child in gradually so that a relationship with the child can become established and grow. A high priority is given to raising children's self-esteem and the childminder ensures that they are praised and encouraged. Sticker rewards effectively promote positive behaviour and are used to acknowledge achievements. Children's creativity is promoted as they express themselves through art and craft activities, move to music and repeat situations familiar to them as they use role play resources.

Young children learn to count 'one on one' and learn colours and shapes as they play. They confidently sort and stack toys by size and when playing ball games identify different balls by size, for example, the 'little one' and 'big one'. The childminder continually promotes children's language and thinking as she asks open-ended questions. Children are encouraged to select books and young children enjoy sitting with the childminder to look at and talk about the pictures. The childminder effectively promotes the development of children's senses with resources such as treasure baskets. Children make marks in dough and with chalk, crayons and felt tip pens. A young child realises that he can make marks with a stone on slabs in the garden. Children benefit from learning and play opportunities through visits and outings, for example, to the local park and country park, toddler group, library for story time once weekly and to the local green grocer and butcher where they help to choose and buy food. They explore and investigate as they enjoy activities such as baking and explore for mini beasts on nature walks and in the garden.

Children's safety and good health is promoted excellently as stringent procedures are in place. The childminder continually raises children's awareness of personal safety as they practise the fire drill and as she teaches them road safety, 'stranger danger', and why small toys are dangerous for very young children. Good hygiene practices and healthy eating are promoted very well and children are active and understand the benefits of physical activity. The childminder is currently attending 'Action Kids' training and is using her knowledge to encourage children to use their imagination when moving to music and to help children realise how exercise affects their bodies. Children enjoy a range of outdoor experiences and they gain confidence and skills with use of challenging large physical play equipment at the park. The childminder provides very healthy food.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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